



THE MILITARY PSYCHOLOGIST

The Official Newsletter of the Society for Military Psychology

Division 19 of the American Psychological Association

Volume 37 Number 2 Summer 2022



In this issue:

Editor's Column	1
President's Column	2
Specific Rape Myths are Associated with Sexual Aggression among Military Leaders	4
Cognitive Biases in the Context of Battlefield Decision Making	11
Healing from Sexual Harm: Transcending Criminal-Legal Thinking	16
Stability During Uncertainty: Reviewing and Expanding the Emotional Cycles of Deployment	22
Book Review: Military Psychology: Clinical and Operational Applications (3rd Edition)	26
Member Updates	27
Fellowship Committee Update	28
Military Psychology History Column Seeks New Editor	29
Early Career Psychologist Committee Update	29
Student Affairs Committee Update	29
Secretary Report	31
Policy and Reflections	32
Announcements	34

Division 19 Executive Committee

Officers & Committees

January – December 2022

DIVISION 19 OFFICERS

President	Tatana Olson	tmo4@hotmail.com	president@militarypsych.org
President-Elect	Bruce Crow	bruce.e.crow@gmail.com	president-elect@militarypsych.org
Past President	Maurice Sipos	maurice.sipos@gmail.com	
Secretary	Angela Legner	div19secretary@gmail.com	secretary@militarypsych.org
Treasurer	Ryan Landoll	ryan.landoll@usuhs.edu	treasurer@militarypsych.org
Members-at-Large	Marcus VanSickle	marcus.r.vansickle@gmail.com	mal1@militarypsych.org
	Scott Johnston	scott.johnston@socom.mil	
	Emily Grieser	emily.grieser.1@us.af.mil	
Student Member-at-Large	Brian Knoll	bknoll@callutheran.edu	
Representatives to APA Council	Carrie Kennedy	carriehillkennedy@gmail.com	
	Mark Staal	ethicalpsych@gmail.com	councilrep2@militarypsych.org

STANDING COMMITTEES AND CHAIR

Fellows	Nate Ainspan	nate@ainspan.com	
Awards	Maurice Sipos	maurice.sipos@gmail.com	
Membership	Kristin Saboe	kristin.saboe@gmail.com	
Nominations / Elections	Bruce Crow	bruce.e.crow@gmail.com	
Ethics	Ioanna K. Lekea	ioannalekea@gmail.com	
Clinical Practice	Stephanie Long	longsm@gmail.com	
<i>Military Psychology</i> (Journal)	Thomas Britt	military.psychology.journal@gmail.com	
APA Convention Program	Bill Brim	Div19ConventionChair@gmail.com	
Military Psychology History	Kathryn Eklund	kathryneklund1@gmail.com	
Diversity in the Military	Christina Hein	DMC.DIV19@gmail.com	
International Military Psychology	Carl Castro	cacastro@usc.edu	
Website and Communications	Amir Kohen	div19communications@gmail.com	
Listserv		div19list@gmail.com	
Student Affairs Committee	Ellie Peskosky	div19studentrep@gmail.com	studentaffairs@militarypsych.org
Society Leadership Program	Brian Knoll	slp.div19@gmail.com	
Early Career Psychologists	Katie Fry	katie.holland.fry@gmail.com	ecp_committee@militarypsych.org
Continuing Education	Bill Brim	Division19CEC@gmail.com	
Parliamentarian	Emily Grieser	emily.grieser.1@us.af.mil	
Chief Science Officer	Becky Blais	Rebecca.Blais@asu.edu	
Chief Knowledge Officer	Jourdin Navarro	cko@militarypsych.org	

THE MILITARY PSYCHOLOGIST: *The Military Psychologist* is the official newsletter of the Society for Military Psychology, Division 19 of the American Psychological Association. *The Military Psychologist* provides news, reports, and noncommercial information that serves to (1) advance the science and practice of psychology within military organizations; (2) foster professional development of psychologists and other professionals interested in the psychological study of the military through education, research, and training; and (3) support efforts to disseminate and apply scientific knowledge and state of the art advances in areas relevant to military psychology. *The Military Psychologist* is published three times per year: Spring (submission deadline January 20), Summer (submission deadline May 20), and Fall (submission deadline September 20). Instructions for Contributors appear on the back cover.

EDITORIAL BOARD OF *THE MILITARY PSYCHOLOGIST*

Editor in Chief	Tim Hoyt	Div19NewsletterCommittee@gmail.com	newsletter@militarypsych.org
Editorial Departments			
Feature Articles	Taylor Zurlinden	taylor.zurlinden@gmail.com	
Trends	Bri Shumaker	briannashumaker@gmail.com	
Spotlight on Research	Christina Hein	chein9@gmail.com	
Spotlight on History	Paul Gade	paul.gade39@gmail.com	
Announcements	Grace Seamon	seamon@cua.edu	

Editor's Column

Tim Hoyt – “Reviewer 6”



I have always been struck by the emphasis on mentoring throughout military psychology. Rather than relying solely on graduate advisors as mentors, the mobility of uniformed psychologists often allows for connections to junior and senior leaders in the field at each duty assignment. The rotation of senior military leaders throughout our hospitals and clinics also allows for connections with our civilian psychologists. These mentors can be a crucial source throughout a military career. Whether trying to advocate with your assignments officer regarding your next duty station, navigating the rigors of deployment to an austere environment, or working on transitioning out of the military, these mentors can provide critical guidance. Even more importantly, our senior leaders can provide sponsorship, promoting the names of junior psychologists with potential as new opportunities emerge.

The *Society for Military Psychology* (APA Division 19) similarly has numerous opportunities to foster mentoring relationships. Recent recipients of the Distinguished Mentor Award from Division 19 reflect a history of mentoring hundreds of fellow military psychologists. Most of the editorial staff for *The Military Psychologist* came on board through mentoring programs. Military psychologist Brad Johnson has contributed a number of great recent books that reframe strategies for mentoring, including *Athena Rising: How and Why Men Should Mentor Women* and *Good Guys: How Men Can Be Better Allies for Women in the Workplace*. Opportunities like the Society Leadership Program have helped to bridge the gap between some of our most senior and junior members, in turn developing some of the future leaders of the Division. The application for the next cohort of the Society Leadership Program should be coming out soon, and I strongly encourage any of our students or early career psychologists to apply!

Most of all, the annual APA conference and our Division 19 events are just around the corner. I encourage our junior and senior members alike to connect and foster mentoring relationships as we return to a face-to-face conference. It can be intimidating on both sides—whether ap-

proaching a senior psychologist to ask for career advice or approaching a junior psychologist to engage in a new opportunity—so reach out and make the connection! And, if you have any tips and tricks for starting or maintaining a mentoring relationship in military psychology, that would be a great 500-word column to send in to *The Military Psychologist*!

In this issue, our feature article by Army Captain Pamela Holtz and her colleagues present an interesting analysis of the specific rape myths that may be pervasive among certain military leaders. Dr. Dalit Milshtein and her colleagues discuss the potential for cognitive biases among military leaders on the battlefield, illustrated with specific examples of how decisions by military leaders may have been compromised during past and present conflicts. Dr. Maggie Baisley and her colleagues at the Reclaim Justice Movement discuss a case related to sexual harm in the military that challenges some perceptions about addressing sexual harm in therapy. Army Captains Christina Hein and David Hatch present a new application of the Pincus Emotional Cycle of Deployment as we work with military families to prepare for potential mobilization in support of our NATO allies. Finally, Dr. Amy Adler contributes a wonderful review of the forthcoming third edition of the seminal work *Military Psychology: Clinical and Operational Applications* by Carrie Kennedy and Eric Zillmer, highlighting what is new in this applied examination of our field.

Each of these articles brings a great perspective to our work in military psychology, and I hope that these ideas can inform your work at the deck plate. We also have updates from our Fellowship, Student Affairs, Early Career Psychologist Committees, as well as a report from our Secretary on current Division 19 operations. As always, we thank Pat DeLeon, past president of APA, for his comprehensive commentary on recent policy and legislative actions. Be sure to read these so you know what is going on in Division 19 and how to get involved!

We always need more articles for *The Military Psychologist*. If you need article ideas, check out the prior newsletter articles in the archive on <https://www.militarypsych.org/the-military-psychologist.html>. Send any articles to Div19newslettercommittee@gmail.com. We want to hear from you!

President's Column

Tatana M. Olson
President, Society for Military Psychology



Dear Colleagues:

“And so with the sunshine and the great bursts of leaves growing on trees, just as things grow in fast movies, I had that familiar conviction that life was beginning over again with the summer.” F. Scott Fitzgerald’s words speak to me as I realize that not only is summer upon us, but I am also halfway through my Presidential term! A lot has happened in the world since I last

spoke with you. On February 24, Russia invaded Ukraine resulting in the largest refugee crisis in Europe since World War II and the loss of more than 2,700 Ukrainian civilian lives to date. The human costs of this aggression have been heartbreaking - millions of families displaced, violations of human rights, the loss of dignity and freedom, and the immediate and long-term trauma and psychological impacts on people of all ages.

Division 19 stands with the Ukrainian people and our Ukrainian colleagues working tirelessly to provide them with comfort and support. On February 25, Dr. Amanda Clinton, the Senior Director of the APA Office of International Affairs (OIA) reached out to me to solicit the assistance of Division 19 to support a request from the National Psychological Association of Ukraine (NPAU). Within six hours of this request, a call for resources was disseminated to all Division 19 members, a separate e-mail box was set up to receive resources, and through the Division’s collaboration with the Uniformed Services University (USU) Center for Deployment Psychology, a website was set up to make resources widely available. Over the course of the next three weeks, over 200 resources focusing on trauma, traumatic brain injury, children and families, refugee issues, and resilience were compiled by Division 19 and shared with NPAU. In addition, a series of brief videos on psychological first aid were created and posted for easy dissemination via social media. The feedback we have received from Ukrainian providers is that these resources were exactly what they needed at that time. I would like to extend a special thank you to Dr. Bill Brim for leading this effort and spearheading the collection, management, and dissemination of these resources, and to our Division 19 members and partners who contributed their work and expertise to help our Ukrainian colleagues in their greatest time of need

with professionalism and compassion. I am truly honored to work among you.

This is a perfect segue into talking about the importance of our international relationships in military psychology. After a couple of years of delays and many challenges due to the COVID-19 pandemic, the 62nd International Military Testing Association (IMTA) conference was held March 7-11 in Raleigh, North Carolina. Hosted by Division 19, this was the first time in almost 20 years the conference was held in the United States. It was a fantastic event featuring keynotes from Dr. Deirdre Knapp (Human Resources Research Organization) on military selection and classification research and development, Dr. Thomas Britt (Clemson University) on publishing in the field of military psychology, and Colonel Mark Ray (U.S. Army Special Operations Command) on optimizing human performance and wellness in Army Special Operations, among others. Presentations featured current research and practice in talent management, leadership, development and coaching, training, and assessment and selection. We were honored to have Dr. Frank Worrell, APA President, and Dr. Arthur Evans, APA CEO, in attendance as well. Dr. Worrell provided an excellent keynote on predictors of resilience and vulnerability in multiple national contexts. And of course, I would be remiss if I did not mention the traditional International Beverage Tasting Association event featuring four local breweries, southern inspired food, and a selection of beverages contributed by international attendees. They say the best way to experience a culture is through its food and drink! Division 19 was also able to hold its mid-year meeting in conjunction with the conference. For those who were able to make it in person, it was wonderful to see you, and I appreciated all those who were able to join virtually as well. In addition to our normal Society business, Dr. Worrell and Dr. Evans were gracious enough to give us some one-on-one time to talk about APA’s plans for the future and how we can best engage and collaborate with the larger APA organization. I would like to express my sincere gratitude to Dr. Eric Surface, IMTA 2022 Committee Chair and a Past President of Division 19, for his hard work and persistence in making this conference happen. It was truly a labor of love. For those who were not able to attend IMTA this year, next year’s conference will be held in the Netherlands.

One of my priorities for 2022 is to promote and advocate for military psychology. In March, the Advocacy Steering Committee, composed of Dr. Ann Landes, Dr. Joe Troiani, and Dr. Stephen Bowles, and led by Dr. Bruce Crow, met with members of the APA Advocacy Office. After reviewing various options, they proposed the estab-

lishment of a special ad hoc committee for advocacy (in accordance with Article VII of the Division 19 by-laws), which I subsequently approved and the EXCOM endorsed. This ad hoc committee will serve as the foundation for a future Division 19 standing committee. Moving forward, the Advocacy Steering Committee will be searching for an Advocacy Committee Chair to help establish the standing committee. The steering committee will also be sponsoring an advocacy panel at the Military Psychology Summit in June to discuss ideas for future initiatives.

Speaking of the Summit, Division 19 will be hosting the virtual 2022 Military Psychology Summit in partnership with the Center for Deployment Psychology, Catholic University, and the D.C. Psychological Association, 22-24 June. There will be a number of great presentations addressing moral injury, suicide prevention, diversity, virtual reality, and military to civilian transition. I will also be hosting a science panel on Defense Health Program (DHP) funding in psychological health featuring Dr. Dwayne Taliaferro, the Program Manager for the Traumatic Brain Injury and Psychological Health Research Program at the Congressionally Directed Research Programs (CDMRP) and CDR Christopher Steele, Director of the Military Operational Medicine Research Program. Continuing education credits will be available as well, so I strongly encourage you to attend!

Another important aspect of advocacy is leveraging the experience and subject matter expertise of our members to support priorities important to military members and their families. I would like to recognize Dr. Becky Blais, who recently completed her term on the EXCOM as one of our APA Council Representatives, for being selected to serve on the Department of Defense Suicide Prevention and Response Independent Review Committee. This group is charged with studying suicide prevention and behavioral health programs across the services and will embark on a number of site visits to military installations across the country to conduct focus groups, interviews, and confidential surveys of military members.

What do Honeycrisp apples, Prince, and the Pillsbury Company have in common? They all come from Minneapolis, the site of this year's APA Convention, August 4-6. My presidential theme for this year, *We are Military Psychology*, serves as an affirmation of the diversity of Division 19 members and a celebration of the myriad contributions military psychologists make to enhancing the psychological health and well-being of those we serve. The Division 19 programming at APA is one of the best ways to showcase these diverse contributions and thanks to the efforts of our Convention Chair and Co-Chair, Bill Brim and Ashley Shenberger, we have got some amazing events planned! Our division line-up includes presentations on music therapy, creating interpersonal healthcare readiness, harnessing technology to deliver interventions for suicide, and the use of wearables technology to enhance performance. A big congratulations to Dr. Tom Britt – His panel, "How Leaders Enhance the Resilience of Military Personnel," was selected by the APA Board of Convention Affairs for the APA's Feature Stage Room. Sessions scheduled in the Featured Stage room will be live streamed during the convention and recorded for the on-demand virtual option that will be available in late August. Other events include two in-person poster sessions and one virtual poster session, Student Leadership Program presentations, the Division 19 Annual Business Meeting, our annual awards ceremony, and of course, the ever popular Wine Down Posters Up Social complete with fun giveaways! After two years of virtual meetings, I am looking forward to seeing many of you in person. Be sure to visit the Division 19 Hospitality Suite!

As always, I am grateful for the honor and privilege of serving as your President and thankful for all you do to support Division 19, military psychology, and most importantly, our service members, veterans, and their families. These are challenging times. Have a happy, healthy, and safe summer. If we don't take care of ourselves, we can't take care of others. Remember - we are all in this together. We are Military Psychology.

Specific Rape Myths are Associated with Sexual Aggression among Military Leaders

Pamela M. Holtz,
University of North Texas, Denton, TX
Jennifer L. Callahan,
University of North Texas, Denton, TX

Beth M. Janis,
University of North Texas, Denton, TX
Tim Hoyt,
Defense Health Agency, Silver Spring, MD

Abstract

Rape myth acceptance (RMA) has been linked to intolerant attitudes and contributes to the perpetration of sexual assault. With mounting concern regarding the prevalence of military sexual trauma, understanding this effect within the military is critical. Military leaders, in particular, are uniquely positioned to influence other service members. The present study was a second planned analysis to DeLisle et al., (2019), and examined whether RMA is associated with intolerant attitudes, and whether those two constructs were correlated with sexual aggression among military leaders. To better understand the relations between intolerant attitudes, RMA, and sexual experiences among military leaders, current and veteran officers and noncommissioned officers across military branches ($n = 69$) completed an online survey seen on social media postings or sent to them via email by their commander. RMA was found to co-occur with intolerant attitudes. Specific rape myths were found to be associated with sexual aggression. Given the influence of military leaders and the demonstrated link between RMA and reporting, labeling, and attribution of blame in civilian sexual assault, understanding RMA and rape proclivities among military leaders provides valuable insight into preventing and addressing military sexual assault specifically.

Introduction and Background

Sexual aggression within the military is a widespread issue, and rape myth acceptance (RMA) contributes to its prevalence (e.g., Carroll et al., 2016; Orchowski et al., 2018). Rape myths are specific beliefs that serve to shift the blame for sexual assault away from perpetrators and onto victims (Aosved & Long, 2006). RMA is associated with greater likelihood of sexual aggression and perpetration of sexual assault (Yapp & Quayle, 2018). Furthermore, RMA has been shown to impact risk assessments, such that higher RMA individuals were less likely to accurately identify high risk situations (Viken & McFall, 2010). In survivors of sexual assault, RMA, in general, has been linked to rape reporting, whether or not to label one's experience as a rape, and attributions of blame (Egan & Wilson, 2012).

RMA has been found to co-occur with other forms of intolerant attitudes, with previous research suggesting that intolerant beliefs toward others are interconnected across contexts (Aosved & Long, 2006; Sibley & Duckitt, 2008). The present study examines sexism, racism, sexual prejudice, ageism, classism, and religious intolerance within

the context of RMA and sexual experiences. Understanding the interrelatedness and impact of these constructs can provide valuable insight into how to best prevent and address sexual aggression in the military. Specifically, this study sought to more closely examine RMA and other intolerant attitudes in a sample of military leaders, to include officers and noncommissioned officers across military branches. Military leaders have tremendous influence on a unit's culture, particularly with regard to what behaviors are perceived as inappropriate and how they are addressed (Gallus et al., 2013).

Previous research has shown that in other contexts where there are strong power differentials, such as with police forces, level of RMA was predictive of decision-making and judgments towards those making reports of rape, including the authenticity of the victim's report and the victim's level of responsibility (Hine & Murphy, 2019). The impact of RMA in military leaders can be far reaching, to include under-emphasized and ineffective military sexual assault prevention and education programs (Sadler et al., 2018). As such, understanding the context of military leaders' endorsement of rape myths and attitudes toward sexual aggression (i.e., rape or forcing someone to do something sexual they do not want to do) can provide invaluable insight into how these beliefs manifest and their potential impact within the military as a whole (Gidycz et al., 2008). Identification of problematic, but potentially modifiable, beliefs might allow for more efficacious prevention messaging efforts, and well as adaptive leader responses in the aftermath of sexual assault reporting.

Methods

Participants

Participants were 69 veteran or active duty leaders in the US military (59.4% female). The entire sample identified as either "female" or "male." All participants were officers (66.7%) or noncommissioned officers (33.3%) and the majority (82.6%) served in the US Army (13% Navy, 4.3% Air Force). The majority of the sample (58%) was currently serving in the military; 42% were military veterans. Participants had an average of 14.16 years in service ($SD = 8.9$, range 1-36). Most participants (88.4%) served on active duty, and the rest (11.5%) served in the Reserves or National Guard. The mean age was 43 years ($SD = 14.1$; range 23-73). The sample was highly educated—50.7% of participants had a graduate degree, 31.9% had a Bachelor's degree, 14.5% attended some college, and 2.9% were high school graduates.

Procedures

Participants were recruited via veteran social media pages or email through military commanders, provided informed consent, and were a planned analysis subset from a larger study (DeLisle et al., 2019). Participation was anonymous and voluntary. A total of 156 people began the survey; the current analysis focuses on the subsample of these who served as military leaders ($n = 69$). For each survey, a \$5.00 donation was made to a veterans charity. The Institutional Review Board at the University of North Texas approved this study.

Measures

Participants completed the Illinois Rape Myth Acceptance Scale (IRMA) to assess endorsement of cultural beliefs that support and perpetuate sexual violence, the Intolerant Schema Measure (ISM) to assess intolerant attitudes, a modified version of the Attitudes toward Sexual Aggression Scale (ASA) to assess attitudes toward sexual aggression and rape proclivity, the Sexual Experiences Scale (SES) Short Form Perpetrator Version to assess lifetime perpetration of adult unwanted sexual contact, and a modified version of the Life Events Checklist for DSM-5 (LEC-5) to assess for exposure to sexual trauma. See Table 1 for measures description.

Statistical analyses. First, Pearson's correlation coefficient examined relations between experience with sexual trauma, RMA, and intolerant attitudes. Secondly, t -tests were conducted to assess for demographic variables impacting the relation between RMA and intolerant attitudes. Finally, a multiple regression model examined whether overall RMA, specific types of rape myths, and general intolerant attitudes predicted attitudes toward sexual aggression and sexual experiences. The alpha level was set to .05 for all statistical tests.

Results

For the purposes of analysis, leaders who reported any previous experience with (i.e., experienced, witnessed, or learned about) military sexual trauma ($n = 37$) were compared to leaders who reported no previous experience with military sexual trauma ($n = 32$). In terms of RMA, military leaders who endorsed experience with sexual trauma during their time in military service ($M = 76.0$, $SD = 22.3$) did not differ from those who did not ($M = 83.6$, $SD = 26.0$), $t(67) = 1.30$, $p > .05$. Similarly, individuals who endorsed experience with military sexual trauma ($M = 105.8$, $SD = 20.2$) did not differ from those who had not ($M = 112.7$, $SD = 24.9$) on intolerant attitudes, $t(67) = 1.27$, $p > .05$. Within the combined sample, education was the only demographic variable correlated with RMA ($r = -.29$, $p = .02$). Education ($r = -.32$, $p < .01$), gender ($r_{pb} = -.25$, $p = .04$; male = 1, female = 2), and number of deployments ($r = .28$, $p = .03$) correlated with intolerant attitudes. Controlling for these demographic variables, there was a significant relation between RMA and intolerant attitudes $F(5, 62) = 5.50$, $p < .001$, $R^2 = .33$.

RMA negatively correlated with degree of exposure to unwanted sexual experiences ($r = -0.26$, $p = .03$); howev-

er, there was no significant relation to experience with sexual assault ($r = .08$, $p > .05$) or experience with military sexual trauma ($r = -.12$, $p > .05$). In line with findings from previous studies, RMA was found to positively correlate with intolerant attitudes ($r = 0.58$, $p < .001$; Aosved & Long, 2006). Intolerant attitudes, together, predicted about 43% of the variance in RMA (Adjusted $R^2 = .43$). A multiple regression was conducted to assess the relation of specific facets of intolerant beliefs (i.e., ISM subscales) to RMA, and sexism emerged as the strongest predictor of RMA ($\beta = .38$, $p = .001$). Economic prejudice also significantly predicted RMA ($\beta = .32$, $p = .01$).

Overall, neither RMA nor intolerant attitudes were directly correlated with attraction toward or perpetration of sexual aggression (i.e., ASA or SES scores); however, specific rape myths (i.e., IRMA subscales) were significantly associated with SES scores (see Table 2). Specifically, intolerant attitudes and the rape myth "She wanted it" were associated with attitudes toward sexual aggression. Intolerant attitudes and the more overt rape myths "She asked for it" and "Rape is a deviant event" were correlated with perpetration of sexual aggression (see Table 2). The myth that "rape is a deviant event" captures sentiments such as "men from nice middle class homes almost never rape" and "rape mainly occurs on the 'bad' side of town." This overt myth addresses the belief that only "deviant" individuals are perpetrators and victims of rape.

Discussion

Understanding RMA and rape proclivities within a military leader sample potentially provides valuable insight into the prevention of military sexual assault. Previous military studies of RMA have focused on training programs and attitudes among officer candidates (Carroll et al., 2016; Orchowski et al., 2018). The current study adds to this literature by examining RMA in established military leaders. Interestingly, military leaders with degrees of previous experience involving sexual trauma during their time in military service were not found to differ from those who did not have this experience in terms of their RMA. This may seem to be a counterintuitive finding, as it may be expected that those who have experience with a sexual trauma would be less likely to hold intolerant attitudes and be more sympathetic to others who report experiencing a sexual trauma. Conversely, the current findings suggest that the diverse individual experiences of those impacted by sexual violence do not seem to lower RMA uniformly.

This may be related to military training and culture that emphasizes self-reliance as a core value, generally endorsing the notion that individual service members are responsible on a personal level for their circumstances (Abraham et al., 2017). This tendency may result in greater orientation toward blaming the victim, and greater self-blame among service members who have experienced a sexual assault. This may also be related to why military sexual assault prevention and education programs are often neglected and under-resourced to the point of being ineffective (Swecker et al., 2020). This represents a major

loss with regard to re-educating military service members, particularly leaders, who hold problematic beliefs. This is especially true considering education was the only demographic variable correlated with RMA in the present sample. The implementation of strategies aimed to counteract RMA within the military, and particularly among leaders, is imperative to better support the wellbeing of military members and to foster a cohesive, emotionally safe environment for survivors of sexual aggression or assault.

The myth “rape is a deviant event,” which significantly correlated with the perpetration of sexual aggression in the current study, has also proven salient in other studies as well. In particular, this myth correlates with decreased assertiveness in refusing sex, which is negatively associated with likelihood of rape acknowledgment (Newins et al., 2018). It seems that believers of the overt myth that rape only impacts “sexually deviant” people may have a less nuanced understanding of the definition of rape and how it can arise in a variety of different contexts. As such, these individuals may be particularly vulnerable to experiencing or engaging in behavior that facilitates non-consensual sex. Thus, it is imperative that military trainings provide education that directly counters these misconceptions, such as specifying the prevalence of stranger rape versus those committed by acquaintances or (past or current) partners, clearly identifying factors that constitute rape and assault, and emphasizing the need for an active and ongoing consent process.

Military sexual assault prevention trainings often oversimplify the topic such that perpetrators of rape are “bad” people, with focus on recognizing and intercepting these individuals. On the surface, this may seem helpful, even admirable. In effect, however, service members are encouraged to think of perpetrators of rape as “other,” meaning the service member does not tend to view themselves or those they know to be possible perpetrators. These perceptions may contribute to the belief that “rape is a deviant event,” which can influence perpetrators and victims, such that they may be more likely to enter high-risk situations, not having accurately labeled them as high risk (Viken & McFall, 2010). Additionally, if leaders conceptualize rape as a “deviant” event (i.e., there are “deviant” rapists and “normal” non-rapists), then leaders may not prioritize precious training time to understand more effective ways to prevent sexual assault, such as clarifying issues of consent.

The vast majority of sexual assaults in the military involve known acquaintances and alcohol, suggesting consent may be an important focus of military trainings (Turchik & Wilson, 2010). Nevertheless, many military sexual assault prevention trainings tend to be vague and simplistic, leaving service members misinformed or confused about appropriate behavioral boundaries (Castro et al., 2015; DoD, 2020). A more helpful focus of military sexual assault prevention trainings may be ensuring service members have a clear and nuanced understanding of what constitutes consent and its revocation, particularly when alcohol is involved. This can be achieved with the

use of direct guidelines provided in easily remembered formats, such as Planned Parenthood’s FRIES acronym for consent (i.e., Consent is Freely given, Reversible, Informed, Enthusiastic, and Specific). In addition, adopting a training perspective utilizing a risk mitigation decision-making model, complete with practical skills and exercises, may prove helpful.

Unsurprisingly, sexism emerged as the strongest predictor of RMA, in line with previous studies (Aosved & Long, 2006). Of note, the present study demonstrated this effect in a sample with an over-representation of female military leaders. This may be a function of military male-dominated workplace culture lending itself to hypermasculine gender norms, despite being a fully gender-integrated organization. By conceptualizing masculinity apart from intolerant attitudes and RMA, a more tolerant military culture can be pursued without compromising the components of masculinity perceived by service members as contributing to an effective warfighting force.

Economic beliefs emerged as the second strongest predictor of RMA, after sexism. These beliefs likely occur in a larger context that roots sexual assault in economic inequality (Moran & Farley, 2019). While racism, ageism, sexual prejudice, and religious intolerance were not significant predictors of RMA on their own, overall intolerant beliefs were predictive of RMA. Despite organizational values to the contrary, the US military is not immune from the intolerance found in broader US society. While there has been significant progress in promoting equal opportunity, research shows that significant racial disparities remain in the military, underscoring the interconnectedness of racism, sexism, and power (Burk & Espinoza, 2012).

That education was the only demographic variable found to correlate with RMA suggests education may be an important factor to consider in the relation between various forms of intolerance and RMA. This suggests that education-based interventions programs for military leaders may be effective in reducing RMA and its deleterious effects (Gidycz et al., 2008). Nonetheless, such programs may need to address underlying biases using a critical thinking approach to address the complexities inherent in military sexual assault. In turn, intervention and prevention programs targeting RMA may reduce endorsement of intolerant beliefs.

The findings from this current study highlight the importance of evidence-based interventions for military leaders in order to effectively combat intolerant and prejudicial beliefs, in general, and RMA, in particular. As previously delineated, important components of such an intervention may include: a focus on increasing diversity and tolerance—in general and also specifically related to sex and economic differences—while also identifying and challenging associated underlying biases; psychoeducation regarding sexual intimacy, sexual aggression, and sexual assault; and clear information regarding the active and ongoing actions that constitute consent, as opposed to the notion that consent is a more ‘passive’ process.

Notwithstanding the empirical support for these interventions in other settings such as college campuses, these intervention approaches have not yet been implemented systematically in the US military (DeGue et al., 2014). Basic structural changes in military sexual assault and harassment prevention programs appear necessary to achieve maximal benefit of such interventions in the military (Swecker et al., 2020).

Ultimately, military sexual assault is a complex issue; thus, effective interventions and prevention strategies must appreciate these complexities (Castro et al., 2015). Rather than viewing sexual assault as a crime between individuals, interventions must consider the larger cultural context, and the leader's impact on that culture (Gallus et al., 2013). Interventions must be ongoing and go beyond simple definitions and bystander intervention, and must utilize a critical thinking approach to the broader cultural factors that may serve to normalize sexual violence.

Limitations and Future Directions

The present study focused on military leaders, a specialized subgroup of the military. We considered this targeted analysis to be necessary in light of the strongly hierarchical structure of the armed forces, and the role of military leaders in sexual assault prevention, education, and response. The topic of this study appears to have influenced study participation; female officers were overrepresented in this sample. Women may have been more likely to be invested in the topic of military sexual trauma and RMA. Given the current study's composition and small sample size, it might have been more difficult to demonstrate the relation between RMA and intolerant attitudes. In that light, the significant findings are perhaps even more compelling. That this effect was still evident in a small sample with an over-representation of women demonstrates the significant detrimental effect endorsing certain rape myths may have on leader behavior with regard to sexual aggression, but also with regard to managing reports of sexual aggression. Furthermore, while military leaders are routinely required to engage in trainings aimed at reducing military sexual assault, significant findings emerged in this sample. It is possible that the effects of training in this sample might have resulted in some attenuation of the true effect size. Future research is encouraged to quantify training so that the effects, if any, may be considered in analyses.

Additionally, further exploration of RMA influences on military leader decision-making and judgments toward those making reports of military sexual assault or military sexual trauma may prove beneficial. Addressing adverse events often falls to military leaders, and exploring the factors that influence assessment and decision-making may allow military leaders to be mindful of their impact within the context of a hierarchical and mission-driven organization. Given recent concern regarding the command role in formal disciplinary actions related to sexual assault, the present findings suggest that these intolerant beliefs may play a role in discharge determinations and similar actions (Hine & Murphy, 2019; Miller et al., 2018). As such, specific study of this possibility is also encouraged.

Conclusions

In summary, intolerant attitudes predicted significant variance in RMA, with sexism and economic beliefs emerging as the strongest predictors. RMA and intolerant attitudes, in general, did not predict attraction to or perpetration of sexual aggression, which seems to suggest that generic preventive efforts might not be as useful as more focused messaging targeted at specific rape myths and specific intolerant attitudes. In contrast, certain rape myths (i.e., "She wanted it," "She asked for it," and "Rape is a deviant event") were found to be influential among military leaders. Those myths, in particular, may be key targets for efforts aimed at prevention and/or intervention. Understanding the influence of RMA and intolerant attitudes among military leaders may be helpful in planning interventions used in military sexual assault prevention programs and promoting unbiased responses to reports of military sexual assaults.

Given the hierarchical structure of the military, addressing intolerant beliefs and RMA among leaders has the potential to not only reshape their own beliefs, but also how these beliefs manifest within the unit as a whole. RMA has been shown to influence reporting, labeling, and attributions of blame following sexual assault. Changing the structures that support RMA in the military from the top down has the potential to help survivors of sexual assault in numerous ways, including how leaders respond to reports of sexual assault and by creating a unit climate in which rape myths are less likely to be accepted, and thus survivors of sexual assault are more likely to feel supported and reach for necessary supports.

Correspondence regarding this article should be addressed to Dr. Jennifer L. Callahan, Jennifer.Callahan@unt.edu.

References

- Abraham, T., Cheney, A. M., & Curran, G. M. (2017). A Bourdieusian analysis of US military culture ground in the mental help-seeking literature. *American Journal of Men's Health, 11*(5), 1358-1365.
- Aosved, A., & Long, P. (2006). Co-occurrence of rape myth acceptance, sexism, racism, homophobia, ageism, classism, and religious intolerance. *Sex Roles: A Journal of Research, 55*, 481-492.
- Aosved, A. C., Long, P. J., & Voller, E. K. (2009). Measuring sexism, racism, sexual prejudice, ageism, classism, and religious intolerance: The Intolerant Schema Measure. *Journal of Applied Social Psychology, 39*, 2321-2354.
- Burk, J., & Espinoza, E. (2012). Race relations within the US military. *Annual Review of Sociology, 38*, 401-422.
- Carroll, M. H., Rosenstein, J. E., Foubert, J. D., Clark, M. D., & Korenman, L. M. (2016). Rape myth acceptance: A comparison of military service academy and civilian fraternity and sorority students. *Military Psychology, 28*(5), 306-317.

- Castro, C. A., Kintzle, S., Schuyler, A. C., Lucas, C. L., & Warner, C. H. (2015). Sexual assault in the military. *Current Psychiatry Reports, 17*(7), 54.
- DeGue, S., Valle, L. A., Holt, M. K., Massetti, G. M., Matjasko, J. L., & Tharp, A. T. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior, 19*(4), 346-362.
- DeLisle, A., Walsh, H. C., Holtz, P. M., Callahan, J., & Neumann, C. S. (2019). Rape myth acceptance, male gender role norms, attitudes towards women, and psychopathic traits in a military sample. *Personality and Individual Differences, 144*, 125-131.
- Department of Defense. (2020). *Department of Defense Annual Report on Sexual Assault in the Military*. Sexual Assault Prevention and Response Office. <https://www.sapr.mil/reports>
- Egan, R., & Wilson, J. C. (2012). Rape Victims' Attitudes to Rape Myth Acceptance. *Psychiatry, Psychology and Law, 19* (3), 345-357.
- Gallus, J. A., Walsh, B. M., van Driel, M., Gouge, M. C., & Antolic, E. (2013). Intolerable cruelty: A multilevel examination of the impact of toxic leadership on U.S. military units and service members. *Military Psychology, 25*(6), 588-601.
- Gidycz, C. A., Wyatt, J., Galbreath, N., Axelrad, S., & McCone, D. (2018). Sexual assault prevention in the military: Key issues and recommendations. *Military Psychology, 30*(3), 240-251.
- Hine, B., & Murphy, A. (2019). The influence of 'High' vs. 'Low' rape myth acceptance on police officers' judgements of victim and perpetrator responsibility, and rape authenticity. *Journal of Criminal Justice, 60*, 100-107.
- Johnson S. M., Murphy, M. J., & Gidycz, C. A. (2017). Reliability and validity of the Sexual Experiences Survey-Short Forms victimization and perpetration. *Violence and Victims, 32*, 78-92.
- Malamuth, N. M. (1998). The revised Attraction to Sexual Aggression Scale. In C. M. Davis (Ed.), *Sexuality-related measures: A compendium* (pp. 52-55). Beverly Hills, CA: Sage.
- McMahon, S., & Farmer, G. L. (2011). An updated measure for assessing subtle rape myths. *Social Work Research, 35*(2), 71-81.
- Miller, L. L., Farris, C., & Williams, K. M. (2018). Challenges to evaluating US military policy on sexual assault and sexual harassment. *Military Psychology, 30*(3), 193-205.
- Moran, R., & Farley, M. (2019). Consent, coercion, and culpability: is prostitution stigmatized work or an exploitive and violent practice rooted in sex, race, and class inequality? *Archives of Sexual Behavior, 48*(7), 1947-1953.
- Newins, A., Wilson, L., & White, S. (2018). Rape myth acceptance and rape acknowledgement: The mediating role of sexual refusal assertiveness. *Psychiatry Research, 263*, 15-21.
- Orchowski, L. M., Berry-Cabán, C. S., Prisock, K., Borsari, B., & Kazemi, D. M. (2018). Evaluations of sexual assault prevention programs in military settings: A synthesis of the research literature. *Military Medicine, 183*(3/4. Suppl. 1), 421-428.
- Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F. (1999). Rape myth acceptance: Exploration of its structure and its measurement using the Illinois Rape Myth Acceptance Scale. *Journal of Research in Personality, 33*, 27-68.
- Sadler, A. G., Lindsay, D. R., Hunter, S. T., & Day, D. V. (2018). The impact of leadership on sexual harassment and sexual assault in the military. *Military Psychology, 30*(3), 252-263.
- Sibley, C. G., & Duckitt, J. (2008). Personality and Prejudice: A Meta-Analysis and Theoretical Review. *Personality and Social Psychology Review, 12* (3), 248-279.
- Swecker, C., Harmon, J. P., Ricci, C. F., Rodriguez, Q., & White, J. L. (2020). Report of the Fort Hood Independent Review Committee. <https://www.army.mil/forthoodreview/>
- Turchik, J. A., & Wilson, S. M. (2010). Sexual assault in the US military: A review of the literature and recommendations for the future. *Aggression and violent behavior, 15*(4), 267-277.
- Viken, R. J., & McFall, R. M. (2010). Cognitive processes underlying women's risk judgments: Associations with sexual victimization history and rape myth acceptance. *Journal of Consulting and Clinical Psychology, 78*(3), 375-386.
- Voller, E. K., Long, P. J., & Aosved, A. C. (2009). Attraction to sexual violence towards women, sexual abuse of children, and non-sexual criminal behavior: Testing the specialist vs. generalist models in male college students. *Archives of Sexual Behavior, 38*(2), 235-243.
- Weathers, F. W., Blake, D. D., Schnurr, P. P., Kaloupek, D. G., Marx, B. P., & Keane, T. M. (2013). *The Life Events Checklist for DSM-5 (LEC-5)*. National Center for PTSD.
- Yapp, E. J., & Quayle, E. (2018). A systematic review of the association between rape myth acceptance and male-on-female sexual violence. *Aggression and Violent Behavior, 41*, 1-9.

Table 1*Measures*

Measure	Measure Description	Reliability and Validity
Illinois Rape Myth Acceptance Scale (IRMA) ¹	45 items assess endorsement of cultural beliefs that support and perpetuate sexual violence. ¹ Seven subscales measure specific rape myths (e.g., she asked for it, she wanted it, she lied, he didn't mean to). Sample average of 79.52 (<i>SD</i> = 24.22; range 42-140).	Excellent internal consistency for the overall scale ($\alpha = 0.93$). Good construct validity and predictive validity. ^{1,2}
Intolerant Schema Measure (ISM) ³	54 items measure multiple types of intolerant attitudes, including subscales for sexism, racism, sexual prejudice, ageism, classism, and religious intolerance. ³ Sample average of 109.23 (<i>SD</i> = 22.58; range 68-159).	Internal consistency excellent for the overall scale ($\alpha = .93$) and good for the subscales ($\alpha = 0.70$ to 0.88). Good criterion-related validity and test-retest reliability. ³
Modified Attitudes toward Sexual Aggression Scale (ASA) ⁴	The ASA ⁴ was designed to assess attitudes toward sexual aggression and rape proclivity. A rape proclivity index was created using standardized behavior ratings summed from seven ASA items reflecting attraction to rape. ⁵ Sample average of 7.29 (<i>SD</i> = 2.02, range 6 to 14).	Internal consistency excellent across all ASA items ($\alpha = .91$) and good for the rape proclivity index score ($\alpha = .70$). Good test-retest reliability. ⁵
Sexual Experiences Scale (SES) Short Form ⁶	Ten items assess lifetime perpetration of adult unwanted sexual contact. ⁶ Sample average of .49 (<i>SD</i> = 1.98; range 0-15).	Good internal consistency ($\alpha = 0.81$), construct validity, and predictive validity. ⁶
Modified Life Events Checklist for DSM-5 (LEC-5). ⁷	Three items. Participants were asked if they experienced, witnessed, or learned about sexual assault, military sexual trauma, or any other unwanted or uncomfortable sexual experience.	Original LEC has good convergent validity, construct validity, and test-retest reliability. ⁷

Note: ¹Payne et al., 1999; ²McMahon & Farmer, 2011; ³Aosved et al., 2009; ⁴Malamuth, 1998; ⁵Voller et al., 2009; ⁶Johnson et al., 2017; ⁷Weathers et al., 2013.

Table 2*Summary of Multiple Regression Analysis for Intolerant Attitudes and Rape Myth Acceptance (N = 69)*

Variable	<u>Attitudes Toward Sexual Aggression Scale</u>			<u>Sexual Experiences Scale</u>		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Intolerant Schema Measure	-.03	.01	-.29*	.01	.01	.15
“She wanted it.”	.23	.07	.52**	.10	.07	.23
“She asked for it.”	-.02	.05	-.07	.12	.05	.45*
“Rape is a trivial event.”	-.02	.14	-.02	.17	.14	.23
“She lied.”	.04	.06	.11	-.02	.06	-.05
“He didn’t mean to.”	-.01	.05	-.04	-.06	.05	-.15
“Rape is a deviant event.”	.01	.09	.01	-.18	.08	-.34*
“It wasn’t really rape.”	-.26	.18	-.29	-.32	.16	-.36
<i>R</i> ²		.21			.28	
Adjusted <i>R</i> ²		.10			.19	
<i>F</i>		1.96			2.96**	

Note: ** $p < .01$; * $p < .05$ level.

Cognitive Biases in the Context of Battlefield Decision Making

Dalit Milshtein,
*Department of Psychology, Social and Affective
Neuroscience Lab, University of Haifa, Israel*
Avishai Henik,
*Department of Psychology, Ben-Gurion University
of the Negev, Israel*

Eviathar H. Ben-Zedeff,
*International Institute for Counter-Terrorism, IDC
Herzliya, Israel*
Uri Milstein,
Defense Health Agency

Decision-making in complex and dynamic battlefield environments has been an important focal point in military psychology discourse, including studies using well-controlled lab procedures, high-fidelity simulations, microworld experiments, field studies based on war games, and live training (Männiste et al., 2019). Insights inferred from these studies demonstrate how cognitive factors might impact commander decision making and battlefield outcomes. While many decision-making theories originate from the field of economics, risky decision making, or decision making that affects human life, cannot be fully understood through an economic decision-making lens (e.g., Kemel & Paraschiv, 2018; Wang, 1996). The paucity of research surrounding risky decision-making has led to a lack of utilization of sound risk-focused theories during actual wartime decision making (Shortland & Alison, 2015). As such, decision-making in battlefield environments may benefit from a more ecological approach—one that takes into account the dynamic variables of the battlefield environment and the relationship between these variables. Whereas studies of actual battlefields, mainly provided by military historians and military lesson-learned (LL) procedures, offer a unique opportunity to examine real-world information, they may not be well-suited for the development of general decision-making (Brehmer, 2000).

There are a number of cognitive perspectives on risky decision-making in extreme contexts that characterize battlefields. Several of the most prominent include: Heuristics and biases (HB), fast and frugal heuristics (FFH), and naturalistic decision-making (NDM) (Klein, 2015). HB promoters focus on flaws in human cognitive performance and base their theory on well-controlled lab experiments, whereas FFH and NDM promoters tend to emphasize successful intuitive performance. Specifically, NDM research is based on ecological data collected by military decision-making experts. An additional perspective emphasizes the complexity of the battlefield, which requires comparison of fragmented courses of action in a problem-solving fashion rather than decision-making (Brehmer & Thunholm, 2011). Nevertheless, these approaches are not necessarily contradictory (Kahneman & Klein, 2009).

These cognitive perspectives on risky decision-making do not fully adopt rationality as a maintained hypothesis. It has been suggested that quick decisions are based upon heuristics or unconscious and associative processes that ignore parts of the information (Gigerenzer & Gaissmaier, 2011; Kahneman, 2011). Heuristics, while practical, are somewhat unreliable as they often provide non-optimal solutions. In other words, alt-

hough heuristics-based decisions or judgments may be highly economical and usually effective, “they lead to systematic and predictable errors in certain task situations” (Tversky & Kahneman, 1974, pp. 1131). These systematic errors often occur when relevant information is not instantly accessible, the likelihood of events cannot be reliably estimated, or when time pressure or stress may constrain the decision-making processes. Often, these are the common conditions on the battlefield in which actions and decision-making are required.

It is proposed that a greater awareness and familiarity of the cognitive factors that occur in dynamic battlefield environments may be of particular importance for the military psychology discourse as this awareness would likely lead to both a greater understanding of poor decision-making on the battlefield and effective program training development for commanders. In this article, cases of fallible decision-making by Israeli field commanders during the Israeli-Arab wars will be discussed and reviewed in terms of these cognitive factors and biases. A summary of common cognitive biases is presented in Table 1.

Cognitive Biases on the Battlefield The Imaginability Bias

Generating and manipulating alternative states of affairs are fundamental components of decision-making (Milshtein & Henik, in press; Nanay, 2016). Alternative states of affairs are defined as mental structures or representations different from either the current state of affairs or the information available to the decision-maker. In more general terms, typical battlefield conditions are characterized by volatility, uncertainty, and ambiguity due to the delay of information and feedback during warfare (Brehmer, 2000; Whiteman, 1998). Therefore, the ability to generate and manipulate alternative states of affairs is deemed essential for a field commander (Brehmer & Thunholm, 2011). The imaginability bias reflects the effect of instantaneousness and ease of generating alternative states of affairs during decision-making and judgment processes.

In the context of risk estimation on the battlefield, the imaginability bias is defined as the tendency to evaluate future risks according to the ease with which these risks are imagined. Thus, vividly portrayed risks may appear extremely dangerous. On the other hand, future obstacles and risks may be grossly underestimated if possible dangers are either difficult to conceive, or simply do not come to mind (Sherman et al., 1985, Tversky & Kahneman, 1974). Namely, decision-making errors are prompted by easily generated alternative

Table 1*Possible Cognitive Bias During Military Decision-Making*

Bias	Definition in the Military Context
Imaginability bias	The tendency to evaluate the risks of future states of affairs (e.g., military operations) according to the ease with which these risks are imagined.
Availability bias	The tendency to base decisions on available intelligence or previous experience in the battlefield even if not compatible with the actual states of affairs.
Underestimation of outgroup bias	The tendency to underestimate the enemy (e.g., attribution of limited firepower or poor military capability).
Overconfidence bias (ingroup bias)	The tendency to be overconfident in group military capabilities.
Overconfidence bias (general)	The tendency to overestimate the ability to predict and control future outcomes (e.g., of battle, operations).
Higher-level prioritization bias	The tendency to prioritize intelligence according to the military rank of the informant rather than accessible, reliable, up-to-date data.
Optimism bias	The tendency to expect positive future states of affairs (e.g., victory in battle) despite the low probability based on given reliable intelligence.
Negative rejection bias	The tendency to avoid generating negative future states of affairs (e.g., total defeat).
Decision avoidance behavior	The tendency to avoid making a choice by postponing it or by continuing in the current course of action (e.g., operational plan) without change.
Prioritizing immediate action (delay discounting)	A behavioral bias toward immediate military action, overcoming the priority for potential better but later consequences.
Vulnerability to metacognitive experiences	Cognitive difficulty involved in changing perspective, reexamination of intelligence or considering alternative operational plans.
Over-emphasis on accountability	The tendency to shift from risk-aversion to risk-preference due to over-emphasis on accountability.

states of affairs (Ceschi et al., 2019). During battle, this can include completing partial data, predicting enemy movements or action outcomes, combining pieces of information from different sources, and so on. For instance, one of the formative events during the 1948 Arab-Israeli War involved the *Convoy of 35* (Zeira, 1996). A Jewish infantry platoon was set out to help isolated Jewish settlements near Jerusalem in January 1948. This journey ended with the death of all the Israeli fighters. Although this battle became one of the most ingrained ethos in Israeli culture and frequently symbolizes Israeli heroism, the military decision-making that resulted in this failed military operation has never been fully understood. For instance, why did the convoy commander decide to take his subordinates on a 28 km mountain trek, behind enemy lines, between hostile Arab villages - a route that required at least 14 hours? Despite available intelligence, he thought that the convoy could reach the Jewish settlement before sunrise, and if necessary, scare away hundreds of armed Arabs with a single Bren machine gun (Milstein, 1991).

A similar pattern of failed decision-making can be found in later battles. A famous example with heavy implications for the Israeli-Palestinian conflict development is the Battle of Ammunition Hill, which took place in Jerusalem on June 6, 1967. This was the only battle waged by the IDF (Israel Defense Forces) during the Israeli takeover of the Arab eastern part of Jerusalem in the 1967 Arab-Israeli war. Although the hill was a heavily fortified compound manned by about 120 Jordanian soldiers, the commander of the Israeli paratrooper battalion decided on a daytime fight with no artillery or tank assistance. For this operation, he assigned one company alone. Similar to the *Convoy of 35*, a possible state of affairs in which Jordanian soldiers endanger Israeli paratroopers was unimaginable compared with an alternative in which the Jor-

dansians flee without fighting. Given the limited goals of the operation, the cost of casualties was considered very heavy (Avital-Eppstein, 2017; Milstein, 1985). We suggest that imaginability bias was at work and impaired commanders' decision-making in both battles. Furthermore, we believe incorporating cognitive perspective into the lesson-learned procedures can be significant for improving commander training procedures and aid in preventing similar failed decisions.

Ingroup Versus Outgroup Biases

Overconfidence in ingroup bias is manifested in an exaggerated estimate of ingroup abilities relative to other outgroups. Moreover, it has been suggested that in a military context, organizational and cultural factors encourage decision-makers' strong beliefs in their own abilities, including "beating the odds". Thus, decision-makers may demonstrate risk-seeking behavior (Haerem et al., 2011). Recent findings suggested that reducing the problem-solving confidence of junior field commanders predicted better performance (Calleja et al., 2020). In addition, findings indicate that strong beliefs in ingroup (i.e., national group) superiority are associated with poor decision-making in the military context (Matthews et al., 2018). These findings may be related to the blinding effect, mainly regarding obstacles, problems, or errors caused by overconfidence bias (Shipman & Mumford, 2011). In other words, overconfidence in ingroup military capabilities (i.e., our troops) is strongly associated with underestimation of outgroup (i.e., the enemy) capabilities, which may lead to failed decision-making. For instance, the underestimation of the Arabs in general and Arab fighters between 1948 and 1973, in particular, was noticeable among Israeli teenagers and military service members alike (Ben-Zedeck, 2017; Biniamini, 1969, 1980). Such ingroup/outgroup biases led to decisions made contrary

to available intelligence which resulted in catastrophic consequences. For instance, in the Yechiam Convey battle (1948 Arab-Israeli War) the Israeli commander decided to knowingly lead his 80 subordinates into an ambush of 400 Arab fighters and armed villagers. The Israeli defeat in this battle, which was unnecessary, almost caused the loss of Israeli sovereignty in the north of the country. This could also have undermined the declaration of independence of the state of Israel (Milshtein, 1991). Nevertheless, this decision-making was labeled “incomprehensible” which led to it not being properly analyzed or reviewed through lesson-learned procedures. Importantly, it has been suggested that the ingroup and outgroup biases may specifically be linked to national and cultural factors which are reflected in Israeli media, literature, and military textbooks (Yadgar, 2009).

Optimism and Negative Rejection Biases

It has been suggested that the primary function of emotions is to identify risks and benefits associated with a specific situation (Lang & Bradley, 2010). Such identification is automatically transformed into an act of avoidance or rapprochement, as required. Previous findings suggest that avoidance and approach can also be generalized to alternative states of affairs which are mentally constructed during decision-making or judgment processes (e.g., Milshtein et al., 2020). An affect heuristic is the relationship between these alternative states of affairs, affective evaluation, and decision-making (Slovic et al., 2007). One of the most well-known and widely researched cognitive biases stemming from the utilization of such a heuristic is the optimism bias (Weinstein, 1980), or the unrealistic tendency to expect good things in the future (Sharot, 2011). In more general terms, this bias implies the existence of optimistic overconfidence regarding the ability to predict and control future outcomes (Kahneman & Tversky, 2004).

A different perspective on optimism bias may be described as a tendency to reject negative future outcomes. That is, one has not only a tendency of overconfidence in determining a positive course of affairs, but also to reject the feasibility of negative occurrences, especially those of which he or she is a part of (Milshtein & Henik, 2020). In the military context, investigating the optimistic or negative rejection biases has been mainly devoted to decisions at the strategic and national level (e.g., military invasions or the opening of comprehensive/limited wars; For a recent review see Vennesson & Huan, 2018). However, this cognitive bias can also affect battlefield decision-making. For example, the unrealistic belief that Arab professional soldiers' behavior can be predicted based on the behavior of rural residents, could be found in some of the commanders' failed decisions on the battlefields of the 1948 Arab-Israeli War; namely, the expectation of an escape without a fight of the Arab soldiers by Israeli commanders (Milstein, 1991). Similar unrealistic expectations for decisive victory and Arab escape can be found throughout the entire military confrontations between Israel and the Arabs. For instance, Hezbollah soldiers did not break down and flee Lebanon following the 2005 Lebanon war and Hamas soldiers did not give up their military buildup following the Israeli 2014 operation (Milstein, 2011). The last eighty days of the current (2022) Russian-Ukraine war may provide another demonstra-

tion of the optimistic bias on wartime decision-making; that is, the Russian assessment that they would be able to replicate in Ukraine the success they gained in oppression of the Syrian rebellion, despite being aware of the fundamental differences between the two battlefields. Moreover, despite their military failures in the first phase of the war, the Russians were not able to let go of their optimistic biases. More generally, the optimistic expectation that they would succeed in predicting Ukrainian and NATO responses failed resulting in a heavy cost of casualties, weapons, international relations, and even damage to President Vladimir Putin's personal reputation in the intra-Russian political arena.

Higher-Level Prioritization Bias

In the military hierarchy, the assumption that superiors' positions serve to keep their subordinates informed about what is happening is well accepted (Feld, 1959). Importantly, the ability to adopt an opposite perspective to that of senior commanders is limited due to passive dependence on authority that frequently characterizes the relationship between the various ranks in the military (Foucault, 2007; Freeman, 1948). In the context of Israeli military conflict, this superior-subordinate relationship is supported by the basic trust Israeli soldiers have in their commanders, which reflects their trust in the IDF (Shamir & Lapidot, 2003). The above may be reflected explicitly in higher-level prioritization bias. Namely, there is a tendency to prioritize the intelligence provided by higher-level command over intelligence provided by field sources even when the latter are based on reliable sources.

Higher-level prioritization bias can also be conceptualized as a specific variation of imaginability bias. That is, an alternative state of affairs in which the High Command is ignorant of the actual battlefield conditions, and is capable of sending a field commander and his troops on a suicide mission, may be deemed unfathomable. In Israeli military history, several decisions resulting in failed battles may better be explained by higher-level prioritization bias. The Battle for the Chinese Farm is one of them. This battle has become one of the bloodiest symbols of the 1973 Arab-Israeli war. While there has been great publicity and review on this battle, the commander's controversial decision to knowingly lead his subordinates into a lost battle remains a mystery. His attempt to break through two Egyptian armies while on route to the *Suez Canal* ended in searing failure and extensive casualties. Although updated intelligence from the field, including an explicit warning against executing the original plan, was available to the commander, he chose to adhere to the original description of the state of affairs on the battlefield as presented to him by the Senior Command (Tzur, 2010). Importantly, in this specific example, the commander received his orders directly from the most senior commander in the southern battlefields sector with whom he had worked closely and for whom he felt great reverence (Ben Dor, 2010).

Over-Emphasis on Accountability

Risk-sensitivity theory predicts that decision-makers shift from risk-aversion to risk-preference in situations of need (Mishra, 2014). In the battlefield context, when the need to

win is amplified by over-emphasis on accountability, the decision-maker may tend toward risk-preference behavior (Alison et al., 2011). This bias can also be conceptualized as a specific variation of framing effects; namely, goal framing (Levin et al., 1998). From this perspective, operation orders are not merely a matter-of-fact set of instructions to be carried out but an emotional manipulation that leads the operational goal to be framed in terms of gain versus loss. In extreme situations of war, when the ingroup survival probability is at stake, framing possible negative consequences can lead to over-emphasis on accountability, and result in increasing risk-preference behavior of the field commander. Importantly, even highly experienced commanders who are held in high regard are susceptible to this bias. Israel's military history provides a variety of examples, including the Battle for the Chinese Farm discussed above or the October 9 Battle in the same war, which was waged by Ariel Sharon, one of the IDF's successful tactical commanders. During the October 9 Battle, Sharon, who was to be the last defensive wall between Tel Aviv and the Egyptian army, decided on an attack operation, which he had been completely opposed to shortly before (Israel State Archives, October 9, 1973). The operation was a complete failure, and the cost of casualties was enormous. In the exchange of accusations between the Israeli generals after the war, Sharon suffered severe smears despite his decisive role in the Israeli victory in this war (Shalom, 2021).

Summary

After-action debriefing and systematic analyses of warfare usually focus on the actual state of the battlefield; that is, what was known to those involved in fighting, to what extent they were prepared to confront their enemy, and whether unexpected events could not have been predicted could have occurred. However, human behavior in general, and in extreme conditions, like war, in particular, is not affected solely by explicit factors such as the actual states of affairs. Alternative states of affairs intertwining with cognitive biases may play a significant role in behavior as well, and therefore should be considered in decision-making analysis. On the battlefield, the above can be reflected in a mental completion of partial intelligence, a mental generation of possible outcomes to different courses of action, or a mental manipulation of alternative states of affairs attributed to the enemy. In other words, a variety of cognitive biases can influence combat commanders' decision-making even when the commanders have extensive experience and relevant intelligence is available to them. We suggest considering failed tactical decision-making on the battlefield that cannot be explained by explicit factors (e.g., an inexperienced commander, untrained soldiers, inadequate intelligence, or an unpredictable enemy) as possible evidence for the explanatory power of the cognitive perspective. Accordingly, exposing cognitive researchers to actual information from the battlefield is of significant value to the future development of theories and training.

Correspondence regarding this article should be addressed to Dr. Dalit Milshstein, dalitmil@post.bgu.ac.il.

References

Alison, L., Eyre, M., & Humann, M. (2011). Losing sight of the “golden mean”: Accountogenic decisions in UK

policing. In K. L. Mosier & U. M. Fischer (Eds.), *Informed by knowledge: Expert performance in complex situations* (pp. 275-291). Psychology Press. <https://doi.org/10.4324/9780203847985>

- Avital-Eppstein, G. (2017). *1967, Jerusalem, war*. Matar. [Hebrew]
- Ben Dor, I. (2010). *The battles for the Chinese farm*. Israel: Department of History, IDF. [Hebrew]
- Ben-Zedeck, E. H., (2017). The culture that enabled the surprise on Yom Kippur 1973. In M. Bronshtein (Ed.), *Victory with low probability: truths about the Yom Kippur War* (pp. 536-543). Ramat-Gan: Survival Publishing House & Efi Melzer Research and Publishing House. [Hebrew]
- Biniamini, K. (1969). The perception of the Israeli, American, German, and Arab people in the eyes of Israeli youth, *Megamot*, 16(4), 364-375. [Hebrew]
- Biniamini, K. (1980). The image of the Arab in the eyes of Israeli youth: changes over the past 15 years. *Studies in Education*, 27, 65-74. [Hebrew]
- Brehmer, B. (2000). Dynamic decision making in command and control. In C. McCann & R. Pigeau (Eds.), *The human in command* (pp. 233-248). Springer.
- Brehmer, B., & Thunholm, P. (2011, June 21-23). *C2 after contact with the adversary: Execution of military operations as dynamic decision making* [Paper presentation]. 16th International Command and Control Research and Technology Symposium, Québec City, Québec, Canada. <https://apps.dtic.mil/sti/pdfs/ADA547088.pdf>
- Calleja, J. A., Hoggan, B. L., & Temby, P. (2020). Individual predictors of tactical planning performance in junior military officers. *Military Psychology*, 32(2), 149-163.
- Ceschi, A., Costantini, A., Sartori, R., Weller, J., & Di Fabio, A. (2019). Dimensions of decision-making: an evidence-based classification of heuristics and biases. *Personality and Individual Differences*, 146, 188-200.
- Feld, M. D. (1959). Information and authority: The structure of military organization. *American Sociological Review*, 24(1), 15-22.
- Foucault, M. (2007). *Discipline and punish: The birth of the prison*. Duke University Press.
- Freeman, F. D. (1948). The army as a social structure. *Social Forces*, 27(1), 78-83.
- Gigerenzer, G., & Gaissmaier, W. (2011). Heuristic decision making. *Annual Review of Psychology*, 62, 451-482.
- Haerem, T., Kuvaas, B., Bakken, B. T., & Karlsen, T. (2011). Do military decision makers behave as predicted by prospect theory? *Journal of Behavioral Decision Making*, 24(5), 482-497.
- Israel State Archives (October 9, 1973). *ISA-PMO-WarCabinet-001fjnzv*. <https://www.archives.gov.il/product-page/2310437>
- Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan.

- Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist*, 64(6), 515-526.
- Kahneman, D., & Tversky, A. (2004). Conflict resolution: A cognitive perspective. In E. Shafir (Ed.), *Preference, belief, and similarity: Selected writings by Amos Tversky* (pp. 729-746). Cambridge, Massachusetts: MIT Press.
- Kemel, E., & Paraschiv, C. (2018). Deciding about human lives: an experimental measure of risk attitudes under prospect theory. *Social Choice and Welfare*, 51(1), 163-192.
- Klein, G. (2015). A naturalistic decision-making perspective on studying intuitive decision making. *Journal of Applied Research in Memory and Cognition*, 4(3), 164-168.
- Lang, P. J., & Bradley, M. M. (2010). Emotion and the motivational brain. *Biological Psychology*, 84(3), 437-450.
- Levin, I. P., Schneider, S. L., & Gaeth, G. J. (1998). All frames are not created equal: A typology and critical analysis of framing effects. *Organizational Behavior and Human Decision Processes*, 76(2), 149-188.
- Männiste, T., Pedaste, M., & Schimanski, R. (2019). Review of instruments measuring decision making performance in military tactical level battle situation context. *Military Psychology*, 31(5), 397-411.
- Matthews, G., Reinerman-Jones, L. E., Burke, C. S., Teo, G. W., & Scribner, D. R. (2018). Nationalism, personality, and decision-making: Evidence from an SJT for military multi-national teaming scenarios. *Personality and Individual Differences*, 127, 89-100.
- Milshtein, D., & Henik, A. (in press). Why should reading (books) be preferable to watching (television)? In D. Hung, A. Jamaludin, & A. Rahman (Eds.), *Applying the science of learning to education: An insight into the mechanisms that shape learning*. Singapore: Springer.
- Milshtein, D., & Henik, A. (2020). I Read, I Imagine, I Feel: Feasibility, Imaginability and Intensity of Emotional Experience as Fundamental Dimensions for Norming Scripts. *Basic and Applied Social Psychology*, 42(6), 432-459
- Milshtein, D., Hochman, S., & Henik, A. (2020). Do you feel like me or not? This is the question: Manipulation of emotional imagery modulates affective priming. *Consciousness and Cognition*, 85, 103026.
- Milstein, U. (1985). *The history of the paratroopers: from the War of Independence until the Lebanon War*, volume 3. Tel-Aviv: Shalgi Publishing House. [Hebrew]
- Milstein, U. (1991). *History of the War of Independence (Volumes I-III)* (A. Sacks Trans.). University Press of America.
- Milstein, U. (2011). *The general theory of security: The survival principle* (G. B. Fynn Trans.). Ramat-Gan: Survival Publishing House.
- Mishra, S. (2014). Decision-making under risk: Integrating perspectives from biology, economics, and psychology. *Personality and Social Psychology Review*, 18(3), 280-307.
- Nanay, B. (2016). The role of imagination in decision-making. *Mind & Language*, 31(1), 127-143.
- Shalom, Z. (2021). "The General War" after the Yom Kippur War: background, moves and conclusions. *Strategy Update*, 24(3), 98-109. <https://strategic-assessment.inss.org.il/wp-content/uploads/2021/07/Shalom-War-of-the-Generals-HEB.pdf>
- Shamir, B., & Lapidot, Y. (2003). Trust in organizational superiors: Systemic and collective considerations. *Organization Studies*, 24(3), 463-491. <https://doi.org/10.1177/0170840603024003912>
- Sharot, T. (2011). The optimism bias. *Current Biology*, 21(23), R941-R945.
- Sherman, S. J., Cialdini, R. B., Schwartzman, D. F., & Reynolds, K. D. (1985). Imagining can heighten or lower the perceived likelihood of contracting a disease: The mediating effect of ease of imagery. *Personality and Social Psychology Bulletin*, 11(1), 118-127.
- Shipman, A. S., & Mumford, M. D. (2011). When confidence is detrimental: Influence of overconfidence on leadership effectiveness. *The Leadership Quarterly*, 22(4), 649-665.
- Shortland, N., & Alison, L. J. (2015). War stories: A narrative approach to understanding military decisions. *The Military Psychologist*, 30(2), 7-11.
- Slovic, P., Finucane, M. L., Peters, E., & MacGregor, D. G. (2007). The affect heuristic. *European Journal of Operational Research*, 177(3), 1333-1352.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.
- Tzur, A. (2010). The canal crossing battle during the 1973 war: Operation "Knights of the Heart", October 15-18.10.1973. In U. Milshtein (Ed.), *Rabin's way and his legacy, part II* (pp. 833-917). Ramat-Gan: Survival Publishing House. [Hebrew]
- Vennesson, P., & Huan, A. (2018). The general's intuition: Overconfidence, pattern matching, and the Inchon landing decision. *Armed Forces & Society*, 44(3), 498-520.
- Wang, X. T. (1996). Framing effects: Dynamics and task domains. *Organizational Behavior and Human Decision Processes*, 68(2), 145-157.
- Weinstein, N. D. (1980). Unrealistic optimism about future life events. *Journal of Personality and Social Psychology*, 39(5), 806-820.
- Whiteman, W. E. (1998). *Training and educating army officers for the 21st century: Implications for the United States military academy*. Strategy Research Project. PA: U.S. Army War College.
- Yadgar, Y. (2009). From within and from without: National identity in Israel and its reflection in the changing images of the national other. *Democratic Culture*, 12, 73-103. [Hebrew] <https://www.jstor.org/stable/24143954>
- Zeira, M. (1996). Beginning of the myth of the 35. *Yahadut Zemanenu*, 10, 41-71. [Hebrew]

Healing from Sexual Harm: Transcending Criminal-Legal Thinking

Maggie Baisley,
Reclaim Justice Movement - Alexandria, VA

Addison Tucker,
Reclaim Justice Movement - Alexandria, VA

Carrie McDonnell,
Reclaim Justice Movement - Alexandria, VA

Case Example: SPC JM and the blurred lines of consent

SPC JM came to behavioral health after reporting a sexual assault from years earlier. Because the reported assault was prior to 2012, a general court-martial was not required and the person who harmed her was discharged pursuant to Chapter 14-12 for his actions. She identified strongly as a sexual assault survivor and discussed her various activist efforts since that time, including as part of the #metoo movement. Over time, she shared about a family environment that promoted shame and repression about her body and sexuality, including an instance when, after having her first menstrual cycle, her mother told her not to share the news with her father. Over time, SPC JM began to disclose the specific details of the assault. Consensual kissing led to penetration and other touching that SPC JM was uncomfortable with. Not unlike many sexual harm victims, she had initiated sexual contact and consented to some things, but did not anticipate what she would not like or want. When the penetration happened, she was frozen; she did not say anything. She had been trained and socialized in her upbringing to not share about her sexuality, her body, and maybe even to pretend that she was okay when she was not. After she shared the trauma, she also shared that she had hesitated to disclose the details for as long as she had due to the blurry nature of the encounter. She was worried about scrutiny from others questioning whether this event was *actually* a sexual assault.

As her clinician, I (MB) validated her experience and reassured her. I believed her perception of all that occurred that night, the visceral fear she felt in the moment, and the effects that the experience continued to have on her long after the assault ended. The story was also complicated. The legal term sexual assault is loaded and inherent to it, assumes intent by the other person. I found myself scrutinizing SPC JM's experience against that legal frame, just as she feared, and I felt guilty about it. I couldn't help but think: This story does not fit with the narratives of predatory, sociopathic men and desexualized, innocent women that form the backbone of movements against sexual assault. In this situation, rather, it seemed that two teenagers, through socialization, were almost set up to harm one another as, at a minimum, one completely neglected to check in on or take into account the sexual needs of the other.

The case example of SPC JM demonstrates just one of the ways criminal-legal frames can force us into categorical thinking that often runs counter to what we know is healing about psychotherapy and helpful understanding the realities of sexual harm. Thankfully, our communities have developed other terms and ways of thinking about sexual harm that expand our methods of healing. Before letting go of and replacing criminal-legal thinking, let's first understand the racialized and gendered history of its terms, the current state of the Uniformed Code of Military Justice (UCMJ) sexual assault definitions, and other possibilities for preventing, understanding, and responding to sexual harm.

Past and Current Criminal-Legal Definitions

The criminalization of rape originated from the context of property crime. The etymology of the word rape comes from "rob;" women were considered property of the men in their lives, whether their father or husband, and the rape of a woman was viewed as destruction of such property (e.g., Bourke, 2012; Gash & Harding, 2018). We see the pervasiveness of these origins in our current legal understanding and in the language we use, such as "damaged goods" and "he took something from me." There have also historically been racial and class dynamics in the legal scrutiny of whether rape occurred – people need to have honor or status as property to begin to have something taken from them (Sanyal, 2019). The result of this frame is that the experiences of individuals without honor or status (e.g., historically, black women, unmarried women who weren't virgins, sex workers, women in poverty) would not be legally considered rape. Also, because married women were considered to be property of their husbands, marital rape of women was legal; it was not until 1986 that marital rape was criminalized on federal lands and many states continue to have partial exemptions, or aspects of the crime definition that make marital rape a less severe offense (e.g., Bennice & Resick, 2003).

From 1927 - 2012, the Federal Bureau of Investigation (FBI) defined rape as "the carnal knowledge of a female forcibly and against her will" (Department of Justice, 2012). Federal definitions of rape have changed over time in response to call for reform, but remain similarly focused on the use of a penis and penetration (Sanyal, 2019). As Gash and Harding discuss, many rape laws continue to focus on the myth of stranger rape (Gash &

Harding, 2018), e.g., a man jumping from behind the bushes, rather than in the blurry dynamics of our own, known relationships. Penetration and penis focused rape laws have limited our understanding of other types of sexual harm beyond a gender binary and continue to cast women as passive, vulnerable victims as a rule (e.g., Sanyal, 2019).

Article 120 of the UCMJ describes criteria for sexual assault within the military (10 USC 920: Art 120). In the criminal-legal system, the government must prove that there was not consent. There are a few different ways that there might be lack of consent. However, in court, the emphasis is on what the accused person could *reasonably* perceive – this part is called *mens rea* or intent. In the criminal-legal process of adjudicating a sexual assault report, we see that the legitimacy of the harm itself is tied to proving the intent of the person accused of harming. Also of note, consensual sodomy, or anal sex, was illegal according to the UCMJ until 2013, which specifically targeted gay male relationships (e.g., Gray, 2006).

Criminal-Legal Approaches in Social Movements

As a group of women writing this article, we are also at the center of conversations related to sexual assault and have been exposed to similar cultural norms and gendered discussions about sex. Our movements to feel safe and valued, free from objectification, are central to our well-being and the generations that follow. We acknowledge the legacy of well-intended groups that came before us who earnestly wanted sexual assault to be taken seriously – they were determined for the state to label these events as a crime to validate the reality of sexual violence. Yet, we are troubled by, and curious about, the knee jerk turn to policing and prison practices offered as solutions. How did criminalizing sexual assault become a form of validating women’s experiences of rape? What other ways are there to validate sexual harm? As we explore these questions there are two concepts worth noting that may be helpful in considering the current reliance on police and the criminal legal system as it relates to sexual assault: carceral creep and gender essentialism.

Carceral creep describes increasing reliance by marginalized groups on policing and other punitive systems to support their movements that happens over stages (e.g., Kim, 2019). When exploring the relationship between early anti-violence feminist organizations and law enforcement, Kim (2019) described a slowly evolving progression, shifting the dynamic of the relationship such that, in its current status, the social movement field is almost completely subordinated by the agenda and aim of law enforcement. The early feminist organizations that Kim (2019) described were focused primarily on domestic violence, but the same progression can be seen in the movement for gay rights. Whereas previously law enforcement systems were seen by gay rights advocates as a target of protest, the same systems are now viewed as a guardian of rights (Lamble, 2014). In sexual assault cases, we see persistent rates of reported violence and low

conviction rates across the civilian and military sectors. As problems persist and even seem to worsen, we see the momentum of the criminal-legal system with increasing calls for and legislation to enhance these approaches:

Paradoxically, the very lack of success brought by this focus on criminal legal sanctions and accountability for individual perpetrators has fueled ever more insistent demands for harsh criminal sanctions from communities and civil society organizations outraged by persistent, brutal, and pervasive male violence against women (Peacock, 2022, p. 1892).

Gender essentialism describes the effect of only focusing on binary gender as relevant to the issue of sexual violence at the ignorance of class, race, and other important aspects of identity that influence risk and experience of sexual harm (e.g., Kim, 2019; Levine & Meiners, 2020; Sanyal, 2019). Focusing only on gender, early feminist groups disregarded the impacts of police expansion on poor communities and communities of color. In fact, the white supremacist myth of an aggressive black male predator dominated discussions about who needed protection, and from whom they needed protection (Sanyal, 2019). In recent years, we’ve seen black-women-led movements call for complete dismantling of the police and prisons, such as Black Lives Matter.

Similar to the civilian sector, race and class are the primary determinants of who is subjected to both interpersonal violence and the violence of the state through imprisonment. For example, a Department of Defense (DoD) report identified that black service members accused of a crime were significantly more likely to go to prison compared to white service members (Department of Defense, 2020a). Another example of disproportionate representation, is that in 2018 less than 5% of service members who were punished with punitive separation or confinement were officers, despite officers making up approximately 20% of the overall military population (Department of Defense 2020b). Additionally, the US Military Justice System remains the only jurisdiction that does not require unanimous juries to convict, which is a strategy of the Jim Crow era to combat growing black political power (e.g., North Carolina Criminal Law, 2020). Yet, recent protests and collective responses to Vanessa Guillén’s murder focused on expanding and reforming the carceral systems such as professionalizing Special Victims prosecutors and criminalizing sexual harassment (H.R. 8270), which were successfully included in the National Defense Authorization Act for 2022 (Sec. 539C NDAA FY 2022).

With a full understanding of the criminal-legal approach, its focus on individual bad behavior, reliance on punitive approaches, and rape myth underpinnings, we can grow new approaches on preventing and responding to sexual harm that critically examine and change the structural and social drivers of violence (e.g., Peacock, 2022). This current article begins with the language and concepts we use in our everyday lives, though we suggest looking at

bodies of literature on transformative justice and community-based interventions that emerge from movements led by People of Color (see Kim, 2021).

Constraints and Gaps of Criminal-Legal Terms for Sexual Harm

Given the descriptions above of criminal-legal processes, one can imagine the harmful nature of scrutinizing a person's sexual harm disclosure against criminal-legal definitions in a court of law. Criminal-legal scrutiny pervades our everyday thinking as we quickly sort whether an experience is *actually* sexual assault or not. Some legal scholars have used the term "legality" to describe the pervasiveness of criminal-legal thinking in our daily dealings of conflict and moral decision making (e.g., Gash & Harding, 2018). The following paragraph describes its application to scrutinizing and limiting sexual assault victims:

Even if women choose not to engage in or invoke formal legal institutions and protections, legality can facilitate the downgrading of women's experiences, for example, during conversations or interactions with medical professionals, social-service agencies, or human-resource managers. In the context of sexual violence, rape law can constrain options for adjudication and healing within, and beyond, formal legal institutions [...] even when—as is true in the vast majority of cases—victims of sexual violence avoid making claims in formal legal venues, their discussions and feelings of sexual violation are often evaluated through the lens and with the imprimatur of the law (Gash & Harding, 2018, p. 3)

When an individual's experiences meet the legal definition of rape or sexual assault, it is likely that the individual will not identify as a rape or assault victim (Khan et al., 2019; Pugh & Beker, 2018). We consistently find in the research the lack of clarity around what a sexual assault is and whether incidents meet the standard for inclusion into such a category (Khan et al., 2019). We often use rape myths as a benchmark to define "real rape." These myths offer a way for us to delineate what does and does not constitute rape and sexual assault, as well as who can be a victim and who can be a perpetrator (Shaw et al., 2016). They also define what resistance looks like and assign blame to the victim, absolving the perpetrator of their guilt entirely or, at a minimum, justifying their behavior (Shaw et al., 2016). The application, blurred in even heterosexual encounters, becomes more blurry in queer sexual relationships. As the dynamics shift, we depart even further from the rape myth that most legal definitions are grounded in – penetration by force by a male stranger against a female victim (e.g., Sanyal, 2019).

Building vocabulary and concepts to address sexual violence

When we utilize more useful terms, we build the capacity to discuss and understand experiences of sexual harm. As Levine and Meiners (2020) emphasize, the term sexual harm, already used throughout our discussion here, avoids criminal-legal scrutiny alto-

gether and centers on the experience of harm by the victim. What systems of responses might we create if we focused on the harm rather than on who to blame and punish? What if we empowered people who were harmed, with more concepts, metaphors, and language to understand what happened, and the socio-cultural forces at play? In this section we highlight the term sexual acquiescence as well as the public health model derived from campus sexual assault research. *Table 1: Terms to empower us with more nuances and understanding about sexual violence* lists terms that might help to expand our thinking, understanding, and methods of healing after sexual harm. These terms do not necessarily replace the criminal-legal terms that have been defined in various ways by communities, such as sexual assault and rape, but they do offer increased flexibility in labeling or identifying experiences.

Sexual acquiescence, as well as the similar term sexual compliance, describes scenarios in which individuals engage in sex without necessarily experiencing threat or coercion (e.g., Conroy, Krishnakumar, & Leone, 2014). Women who have experienced coercion or threats that led to sex in the past are significantly more likely to acquiesce into sexual activity in the future, regardless of whether there is current pressure (e.g., Katz & Tirone, 2010). This picture is complicated and the dance of sexual intimacy for heterosexual individuals happens within power differences with binary gender roles (e.g., Basile, 1999). For example, in a sample of 138 heterosexual undergraduate women (ages 18-27, analogous to the military population), more than 64% acknowledged engaging in unwanted sexual activity at least once (Conroy, Krishnakumar, & Leone, 2014). The majority of individuals stated they engage in unwanted sexual activity in about 25% of all sexual encounters. Seventy-two percent reported "going along with it" without ever saying "yes or no" and 21% reported feigning enthusiasm despite not being interested. Most frequently cited reasons including satisfying one's partner, maintaining the relationship, and avoiding negative outcomes. These numbers suggest that sexual acquiescence among women is commonplace within heterosexual relationships. Twenty qualitative interview participants, including bisexual and lesbian women, reported that they negotiated differences in sex drive and sexual interest in their partnerships through a variety of strategies, including unwanted sex or acquiescence (Fahs, Swank, & Shambe, 2019). However, there remains significant research gaps in understanding how queer sexual partners negotiate sexual pressure and desire differences.

Table 1: Terms to empower us with more nuances and understanding about sexual violence

Term	Definition	Function
Sexual Harm	The negative effects of a non-consensual sexual encounter (e.g., Levine & Meiners, 2020)	Focuses on the effects of the person who experienced harm; avoids the need for scrutiny of whether an event “meets criteria” for sexual assault; does not rely on criminal-legal terms or the intent of the person who harmed.
Circlusion	A term to describe the use of the vagina, mouth, anus, or hand as an active process rather than passive recipient (Adamczak, 2016, as cited in Sanyal, 2019)	Counters the narrative of vaginas as passive recipients; antonym to the term “penetration” which dominates most criminal-legal terms and the discourse around rape; can help us reconsider the active roles of people engaging in sex without penises
Problem Sex	Sex that while not forced, was not enthusiastically consented to or necessarily wanted (Thomas, Stelzl, & Lafrance, 2017).	Describes a variety of consensual sexual experiences, including, but not limited to: those that were desired but were unsatisfactory, unpleasurable, or less than a positive experience (Thomas, Stelzl, & Lafrance, 2017). Can also be used to describe unwanted but consensual sex (Pugh & Becker, 2018).
Verbal Sexual Coercion/Verbal Coercion	The psychological pressure placed on one partner by another to engage in coerced sex in the absence of physical force or threat of force (Pugh & Becker, 2018).	Tactics such as these are used to gain consent, albeit reluctant consent, to sexual activity in the absence of initial, freely given consent (Pugh & Becker, 2018)
Gendered Heterosexual Scripts	Shared assumptions, widely held within society, about the roles men and women play during sexual activity (Hirsch et al., 2019).	These scripts function to demonstrate that men always desire sex and, therefore, consent from men is not necessary and that men always initiate sex. A woman’s role, therefore, is to regulate a man’s access to her body. Such scripts invalidate both men’s and women’s unwanted sexual experiences (Hirsch et al., 2019; Hirsch & Khan, 2020)
Sexual Acquiescence / Compliance	When a person willingly complies and engages in unwanted or undesired sexual activity in the absence of partner pressure or coercion (O’Sullivan, 2005; Conroy, Krishnakumar, & Leone, 2014).	Consent may ultimately occur for a variety of reasons: societal pressure, relationship obligations, partner satisfaction, self-preservation, etc (Pugh & Becker, 2018; Conroy, Krishnakumar, & Leone, 2014; Jülich, Molineaux, & Green, 2020)
Sexual Projects	Reasons why someone would seek a particular sexual interaction or experience (ie pleasure, develop/maintain a relationship, comfort, children, specific experiences) (Hirsch & Khan, 2020).	Allows one to ask themselves: “What is sex for?” or “What is the goal of this sexual experience?” Could be exploration of experiences, identities, etc. (Hirsch & Khan, 2020)
Sexual Geographies	The spatial contexts and factors through which people find themselves in and the networks that regulate access to such spaces (Hirsch & Khan, 2020).	Landscapes, built environments and social networks can cue perceptions of intent and consent as well as amplify or mitigate power discrepancies (Hirsch et al., 2019; Hirsch & Khan, 2020).
Sexual Citizenship	A person’s understanding of their right to sexual self-determination and sexual agency and the equivalent right in others (Hirsch et al., 2019; Hirsch & Khan, 2020).	Lays the foundation for one to be able to confidently take ownership of their own body and, therefore, meaningfully grant consent to sexual experiences and respect that consent or non-consent from others (Hirsch et al., 2019; Hirsch & Khan, 2020)
Intersectionality	As it relates to sexual experiences, it is the convergence of identity, personal history, power disparities between partners, access to sexual education, and experiences of others respecting their sexual agency and how all of those together influence or inform their consent practices (Hirsch et al., 2019).	Allows for a deeper understanding of an individual’s consent practices as it takes into account a multitude of traits and the infinite ways those traits can interact with, influence, or collide with other traits to shape one’s view of sexual experiences (Hirsch et al., 2019)

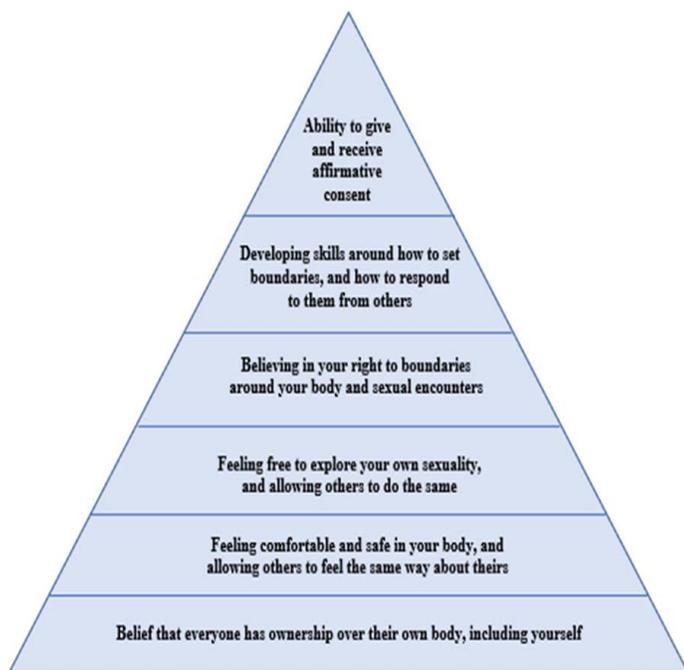
Sexual citizenship, sexual projects, and sexual geographies (displayed in Table 1) are three terms that became central to a body of research that emerged from Columbia University, including diverse sexual and gender identities (Hirsch & Khan, 2020). The research team, conducting a massive study of undergraduate students, has advocated for a shift towards a public health model of sexual violence rather than focusing on individual behaviors and skills. Given that most sexual assaults in the military happen between ages 18-25 (Department of Defense, 2020c), a group of similarly aged undergraduate students might be comparable developmentally, and similar tools may apply. One review of consent programs in educational settings concluded that effective programs should take a sex-positive and whole-school approach, be interactive, and help learners understand the socio-cultural forces at play in consensual and non-consensual sexual encounters (Burton, Rawstorne, Watchirs-Smith, Nathan, & Carter, 2021).

Summary and Applications to Clinical Practice

As we have described, criminal-legal frames tend to foreclose the possibilities of thoughtful healing responses and replace those possibilities with a binary need to prove or disprove whether harm occurred. **If conviction is the ultimate validation of sexual assault, then the criminal-legal system intrinsically ties the validity of someone's experience of sexual harm to the intent and understanding of the person who harmed.**

If she prevails, the accused will be punished and the victim's version of events will bear the legitimacy of law. If she does not—a far more frequent outcome—

Figure 1: *Sexual hierarchy of needs.*



she will, at the very least, be charged as having “overreacted,” but more likely will be labeled a liar.
(Gash & Harding, p. 6)

This connection makes validating and responding to the pain of victims challenging if there are any questions about the intent of the person who harmed.

In the case example shared above, the patient and I (MB) had an unspoken, shared sense of the gap in applying criminal-legal terms of sexual assault. When we acknowledge the ways in which criminal-legal terms constrain our thinking, we can speak with more nuance and curiosity about a person's experiences of sexual harm. For SPC JM, the truth is that it did not matter that she did not say “no” nor that the other person likely did not have the intent to assault her and maybe did not even know that she was being harmed. What does matter is that she did not *feel* like she could say no. The communities that raised her did not help her develop the skills and language to develop a sense of ownership of her body. They did not allow for discussion about the ability to voice what is or is not pleasurable or wanted, much less about the possibilities of a fulfilling and joyful sex life. Instead, she was indoctrinated with fear and repression about her body and sex in general, and I cannot help but have deep compassion for her in that sense.

From the grief and pain of this sexual harm, in therapy, we can build a more thorough understanding of what she does want sexually instead. We can offer her additional terms that she can try on when labeling various sexual experiences, harmful and not. In addressing sexual communication needs, the hierarchy in Figure 1 may provide a framework for developing the capability to assert affirmative consent. We can explore and define her sexual projects and goals. We can reinforce and offer the bodily autonomy, validation and empowerment that she did not receive growing up.

Correspondence regarding this article should be directed to Dr. Maggie Baisley, margaret.c.baisley@gmail.com.

References

- Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). Silence, power, and inequality: An intersectional approach to sexual violence. *Annual Review of Sociology, 44*, 99-122.
- Basile, K. C. (1999). Rape by acquiescence: The ways in which women “give in” to unwanted sex with their husbands. *Violence against women, 5*(9), 1036-1058.
- Bennice, J. A., & Resick, P. A. (2003). Marital rape: History, research, and practice. *Trauma, Violence & Abuse, 4*(3), 228-246.
- Burton, O., Rawstorne, P., Watchirs-Smith, L., Nathan, S., & Carter, A. (2022). Teaching sexual consent to young people in education settings: a narrative systematic review. *Sex Education, 1-17*.

- Conroy, N. E., Krishnakumar, A., & Leone, J. M. (2015). Reexamining issues of conceptualization and willing consent: The hidden role of coercion in experiences of sexual acquiescence. *Journal of Interpersonal Violence, 30*(11), 1828–1846. <https://doi.org/10.1177/0886260514549050>
- Department of Defense (2020a). Report on Racial and Ethnic Data Relating to Disparities in the Investigation, Prosecution, and Conviction of Sexual Offenses in the Military. Retrieved from, https://dacipad.whs.mil/images/Public/08-Reports/09_DACIPAD_RaceEthnicity_Report_20201215_Web_Final.pdf
- Department of Defense (2020b, October). Report On Investigative Case File Reviews For Military Adult Penetrative Sexual Offense Cases Closed In Fiscal Year 2017 (Rep.). Retrieved April 14, 2021, from https://dacipad.whs.mil/images/Public/08-Reports/08_DACIPAD_CaseReview_Report_20201019_Final_Web.pdf.
- Department of Defense (2020c). Annual Report on Sexual Assault in the Military: Fiscal Year 2019. Retrieved from, https://media.defense.gov/2020/Apr/30/2002291660/-1/-1/1/1_DEPARTMENT_OF_DEFENSE_FISCAL_YEAR_2019_ANNUAL_REPORT_ON_SEXUAL_ASSAULT_IN_THE_MILITARY.PDF
- Department of Justice (January, 2012). An updated definition of rape. Retrieved from, <https://www.justice.gov/archives/opa/blog/updated-definition-rape#:~:text=%E2%80%9CForcible%20rape%E2%80%9D%20had%20been%20defined,penetration%20of%20a%20female%20vagina.>
- Fahs, B., Swank, E., & Shambe, A. (2020). “I just go with it”: Negotiating sexual desire discrepancies for women in partnered relationships. *Sex Roles, 83* (3), 226-239.
- French, B. H., & Neville, H. A. (2017). What Is Nonconsensual Sex? Young Women Identify Sources of Coerced Sex. *Violence Against Women, 23*(3), 368-394.
- Gash, A., & Harding, R. (2018). # MeToo? Legal discourse and everyday responses to sexual violence. *Laws, 7*(2), 1-24.
- Hirsch, J. S., & Mellins, C. A. (2019). Sexual Health Initiative to Foster Transformation (SHIFT). Retrieved from, https://www.publichealth.columbia.edu/sites/default/files/shift_final_report_4-11-19.pdf
- Gray, J. J. (2006). The Military's Ban on Consensual Sodomy in a Post-Lawrence World. *Wash. UJL & Pol'y, 21*, 379.
- Hirsch, J. S., Khan, S. R., Wamboldt, A., & Mellins, C. A. (2019). Social dimensions of sexual consent among cisgender heterosexual college students: Insights from ethnographic research. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine, 64*(1), 26–35. <https://doi.org/10.1016/j.jadohealth.2018.06.011>
- Hirsch, J.S. & Khan, S. (2020). *Sexual Citizens: Sex, power, and assault on campus*. New York: W.W. Norton & Company.
- I am Vanessa Guillén Act*, H.R. 8270 116th Cong. (2020). <https://www.congress.gov/116/bills/hr8270/BILLS-116hr8270ih.pdf>
- Javorka, M., & Campbell, R. (2021). “This Isn't Just a Police Issue”: Tensions between Criminal Justice and University Responses to Sexual Assault among College Students. *American Journal of Community Psychology, 67*(1-2), 152-165.
- Jülich, S., Molineaux, J. & Green, M.D. (2020). The strategic use of terminology in restorative justice for persons harmed by sexual violence. *The International Journal of Restorative Justice, 3*(2), 215-234.
- Kim, M. E. (2021). Transformative justice and restorative justice: Gender-based violence and alternative visions of justice in the United States. *International Review of Victimology, 27*(2), 162-172.
- Lamble, S. (2014). Queer investments in punitiveness: sexual citizenship, social movements and the expanding carceral state. In *Queer Necropolitics* (pp. 151-171). Routledge.
- Levine, J., & Meiners, E. R. (2020). *The feminist and the sex offender: Confronting sexual harm, ending state violence*. Verso Books.
- Maslow, A. (1943). Maslow's hierarchy of needs. *Index of DOCS/Teacing {sp} Collection/Honolulu*.
- O'Sullivan, L. F. (2005). Sexual coercion in dating relationships: Conceptual and methodological issues. *Sexual and Relationship Therapy, 20*(1), 3-11.
- Sanyal, M. (2019). *Rape: From Lucretia to# MeToo*. Verso Books.
- Thomas, E. J., Stelzl, M., & Lafrance, M. N. (2017). Faking to finish: Women's accounts of feigning sexual pleasure to end unwanted sex. *Sexualities, 20*(3), 281-301.
- 10 USC 910: Art. 120. Rape and sexual assault generally. Retrieved from, <https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title10-section-920&num=0&edition=prelim>

Stability During Uncertainty: Reviewing and Expanding the Emotional Cycles of Deployment

CPT Christina L. Hein, PhD,
25th Combat Aviation Brigade, Wheeler Army
Airfield, US Army

CPT David Hatch, MA,
25th Combat Aviation Brigade, Wheeler Army
Airfield, US Army

As tensions grew in Eastern Europe, the United States deployed troops to Europe in early 2022. By February, Russia launched a wide-scale invasion of Ukraine. As the possibility of US military involvement in a new conflict increases, servicemembers (SMs) and families are experiencing elevated uncertainty and fear of the unknown. Most young troops have never experienced a combat deployment and their families often have never undergone an extended separation.

This article reviews the five primary stages of the emotional cycle of extended deployments (six+ months; Pincus et al., 2001), and discuss recommendations for coping for families. Due to increased real-time insight into global conflict as a result of 24-hour news cycles and social media as compared to during Pincus' original proposal, the authors suggest an additional, earlier stage. This early stage, which we term pre-pre-deployment, occurs prior to receipt of deployment orders and reflects the uncertainty and distress surrounding ambiguous forthcoming US involvement in conflict.

It is recommended that education both about the deployment itself and the emotional cycle is provided to SMs and families as early as possible. This is particularly essential for families for whom this is the first extended separation, and helps to “avert crises, minimize the need for command intervention or mental health counseling and can even reduce suicidal threats,” (Pincus et al., 2001).

Pre-pre-deployment (the spin-up)

This proposed stage greatly contributes to distress within SMs and families. It generally occurs when global tensions are rising and the future of military actions is uncertain (associated with increased levels of distress; Petrocchi et al., 2022). There is no defined beginning to this stage, but it ends with a warning order for deployment. Individual experiences differ based on characteristics such as tolerance of ambiguity, risk aversion, state and trait levels of anxiety, and utilization of media and news outlets.

Recommendations. Although characterized by uncertainty, the SM and family can take intentional steps to facilitate transition. Healthy communication will create a foundation of trust and dialogue, and prepares the family for the formal deployment cycle. Important topics during this stage include affective education (e.g., understanding the origins and triggers for emotions), establishing individual and family roles (e.g., expectations of the other), and ex-

ploring unresolved conflicts (Laser & Stephens, 2011). Couples should be encouraged to turn toward each other for support rather than pull away. Furthermore, SMs and family must recognize that there is minimal knowledge or guidance available for the SM to relay at this stage, directly contributing to difficulty preparing for the uncertain future. As intolerance of uncertainty has been linked to negative outcomes (e.g., anxiety disorders, depression; Boelen & Nicholas, 2012), SMs and family may benefit from therapy associated with increasing tolerance such as Cognitive Behavioral Therapy (Boswell et al., 2013). Military leaders serve a critical role in this stage; recognizing that information is likely to be received in inconsistent spurts, preparing SMs—and ensuring transparency when possible—increases trust within the unit and serves to decrease SM frustrations.

Pre-deployment

This stage begins with the notification of a deployment and ends with the SM's departure. The primary characteristics of this stage are fluctuating and alternating emotions of denial coupled with the anticipation of loss, experienced by both the SM and family.

Impact on SM. During this time, SMs are frequently involved in increased pre-deployment separation from the home with their deploying unit for training and preparation, enhancing the surrogate family within the unit. SMs must balance increased “bonding” with their units through increasingly energetic and motivated communication with a rising sense of emotional and physical distance with spouses. Furthermore, the SM is likely to be wrestling with conflicting emotions including excitement, nerves, trepidation, and enthusiasm (Laser & Stephens, 2011), which may serve to further distance the SM from family.

Impact on Family. As a deployment becomes certain, families begin to get their affairs in order (e.g., home repairs, finances, wills; Pincus et al., 2001). The family begins transitions into an altered unit with new roles and responsibilities (Yablonsky et al., 2015). Tension within the household likely increases with concerns about fidelity, marital integrity, and worries regarding the impact of the deployment on children. While increased bickering creates emotional distance within the couple and facilitates eventual separation, discord also allows the couple to experience the more readily tolerated emotion of anger over fear or loss. Oftentimes couples will experience a significant argument just prior to departure. For more

established couples, this argument is likely to blend into the typical ebbs and flows of marriage and not feel as detrimental to the marriage. For younger or less established couples, this argument may take on “catastrophic” proportions and be extremely destabilizing (Laser & Stephens, 2011).

This phase has been found to be the most stressful for children (Kelley, 1994). Children may respond to news of the impending deployment through tantrums and poor behavior (Petty, 2009). Younger children may not fully grasp the meaning of the impending absence of their parent, but will recognize a sense of change in their home life and their parents’ behavior. Older children may feel significant anxiety about their parent’s safety. Children at all ages may interpret the changes in the family dynamics as resultant from their behavior, an interpretation demanding prompt correction and clarification (Laser & Stephens, 2011).

Recommendations: It is recommended that military couples continue to engage in meaningful communication, particularly to discuss detailed expectations of the other throughout the impending deployment. As more details of the deployment begin to emerge, necessary information must be readily shared with families. Connections with other military families becomes essential. Additional interventions may benefit children to include learning to express emotions (e.g., feeling face cards, naming emotions; Laser & Stephens, 2011), and developing and relying heavily on routine (Petty, 2009) within the family.

Deployment

This stage begins with the SM’s departure and ends approximately a month after arrival. The primary characteristics of this phase are the establishment of new roles and norms, in conjunction with frequent transitions between distinct and often conflicting emotions (Pincus, 2001).

Impact on SM. During this phase, the SM prioritizes adjustment to the unfamiliar environment of the deployment to include new routines, expectations, and norms. While some may feel connected to their families through communication, others may experience difficulty with navigating the separation through different time zones, inadequate equipment, and a desire to spare the family from details (Yablonsky et al., 2015). Furthermore, families must adjust to unplanned communication blackouts (following a SM death or serious event) which may interrupt regularly scheduled communication.

Impact on Family. Tension and detachment are typically replaced by sadness and loss as a result of the “hole” created by the SM’s departure. The family is likely to feel emotionally disorganized as they adjust to life without the SM, with symptoms such as numbness, irritability, and difficulty concentrating. Furthermore, there may be a conflicting sense of relief and gratitude that the pre-deployment uncertainty is now over (Yablonsky et al., 2015), which may be confusing and result in feelings of guilt or shame. Additionally, it is common for family to experience worries such as those related to finances, physical security, and managing household obligations (Pincus et al., 2001). Given the inherent stress of deployment, vulnerability to depression increases and may trigger mental health concerns (Laser & Stephens, 2011).

Settling into new patterns of communication remains a significant challenge. Many spouses report frustration because phone contact is primarily initiated by the SM. Oftentimes spouses may feel a sense of being “tied” to their phones for fear of missing a call. Emails may become a more reliable form of communication which also serves to allow the couple to “filter out” intense emotions through drafting and reviewing emails (Pincus et al., 2001).

Children are likely to experience the absence of his or her parent in ways based off of age and stage of development as demonstrated in the table below, with recommendations for each developmental level (Pincus et al., 2001):

Recommendations. The family focuses on moving forward as an altered unit, and utilizes multiple coping modalities such as staying busy, journaling, and relying on spiritual beliefs (Yablonsky et al., 2015). Tangible connections between the SM and family (e.g., video chats) are stabilizing during this time frame, particularly during key milestones such as birthdays and anniversaries (Pincus et al., 2001). However, it is important to note that while these connections facilitate the social support network, they also come with downsides; partners may feel helpless to support each other in their needs, and negative emotions (e.g., fear, frustration) are difficult to disguise.

The family must therefore increase their reliance on military and civilian social support to include pre-existing friends and family members, SFRGs, and other military spouses, all associated with lower levels of stress (Van Winkle & Lipari, 2015). Furthermore, family will likely benefit from therapy focusing on increasing resiliency through reframing problems, relaxation/mindfulness, and identifying possible thinking errors (Laser & Stephens, 2011).

	Ages	Behaviors	Moods	Remedy
Infants	< 1 yr	Refuses to eat	Listless	Support for parent, pediatrician
Toddlers	1-3 yrs	Cries, tantrums	Irritable, sad	Increased attention, holding, hugs
Preschool	3-6 yrs	Potty accidents, clingy	Irritable, sad	Increased attention, holding, hugs
School Age	6-12 yrs	Whines, body aches	Irritable, sad	Spend time, keep routines, counseling
Teenagers	13-18 yrs	Isolates, uses drugs	Anger, apathy	Patience, limit-setting, counseling

The development of and reliance on predictable and established routines is important for children during the early stages of a deployment. Furthermore, children must learn to express their feelings in an age-appropriate manner to enhance support within the household.

Sustainment

This phase begins the second month through the penultimate month of deployment (approx. months two through 11+). In this stage, the expectations of the SM and family are relatively well established and each has settled into their new “normal” with each relying on available sources of support.

Impact on SM. The SM’s focus and purpose have transitioned from family to predominantly on the deployment mission. Routines have been established; life becomes relatively simple, with SMs’ days filled with a cycle of working, eating, and sleeping (Hoyt, 2022). SMs rely heavily on their comrades, developing “battle buddies” to whom they turn particularly when communication with family is problematic (Yablonsky et al., 2015). However, SMs are likely to experience sadness and distress, particularly when considering that their families are experiencing milestones and creating memories that do not include them (Yablonsky et al., 2015).

Impact on Family. The family has mainly adjusted to the absence of the SM from the home. Family members have established routines and sources of support, and begin to feel more in control with their current situation. Confidence in self-sufficiency and ability to handle the unexpected is rising, and the family likely feels less reliant on the deployed SM. Spouses may feel the need to discuss “hot topics” in their marriage, which may result in both parties feeling helpless and unsupported.

Children continue to look to the structure of the household for stability. Reliance on routine is less critical than in the earlier stages of the deployment. Children may be feeling an increased sense of independence and confidence as a result of their newfound responsibilities. Simultaneously, they may worry about how they and their family will make it through the length of the deployment, and may express their emotions through sporadic outbursts.

Recommendations. As this stage is characterized by lengthy physical and emotional separation, many new emotions may emerge. The family may feel frustrated in their inability to communicate as desired with their SM, and may feel tired with managing the household alone. The family must therefore rely on a support network that helps them contend with the stressors of daily living and normalizes the experiences they are facing (Laser & Stephens, 2011).

Maintaining connection throughout the deployment results in stronger relationships and a shorter post-deployment reintegration process upon (Slone & Friedman, 2008). However, if communication remains shallow and the couple does not feel emotionally connected, the calls may increase distress and anxiety (Darwin, 2009).

Therefore, communication should aim to diminish problems and provide emotional connection.

Children may be supported through the length of the deployment through means such as tools to count down the deployment. Children may derive additional support through other military families and through professionals such as school psychologists.

Re-deployment

Re-deployment begins in the final month of the deployment. The primary emotion in this phase is “intense anticipation” (Pincus et al., 2001) and a likely resurgence of intense and conflicting emotions as all members of the family unit foresee an impending reunion and readjustment to daily life with the SM.

Impact on SM. The SM is likely experiencing an elevated degree of stress as routines and daily life change once again. Frequently shifting specifics of redeployment may exacerbate frustrations. The SM may experience sadness and grief about leaving behind his/her “battle buddies,” and vacillate between excitement and apprehension about the return home.

Impact on Family. The anticipated excitement of reintegration is likely intermingled with apprehension, leaving the family feeling anxious or ashamed. As the reunion approaches, a surge in energy and productivity may occur as families strive to accomplish their “to-do” lists and meet goals prior to the reunion. The spouse may feel concerned about relinquishing newly-found independence once the SM returns (Hall, 2008). Spouses may find increased difficulty making decisions in the home, in part due to a desire to incorporate the returning SM’s preferences (Pincus et al., 2001). Tension at home is likely to be at a high as children sense significant changes; children and caregivers may each experience intense waves of emotion.

Recommendations. It is helpful for families to set realistic expectations for reunification, with particular emphasis on evaluating preconceived notions for how the reunion should transpire. It may be beneficial for the family to review the ways in which they have grown and changed throughout the deployment, and to reflect that the SM may have experienced similar periods of growth (Laser & Stephens, 2011). Professionals at children’s schools may be able to provide additional support in monitoring the child’s functioning and distress (Fitzsimons & Krause-Parello, 2009).

Post-deployment

Perhaps the most anticipated of the deployment phases, post-deployment begins with the SM’s return to home station and lasts for approximately the length of the deployment. Particular attention must be paid to the successful reintegration of the SM into the family unit (Pincus et al., 2001). This stage is often both joyful and difficult, and presents stressors and successes unique within the deployment cycle.

Impact on SM. The primary focus of the SM is reintegration into daily garrison life. Expectations for homecom-

ing may be high, but reality may fall short as the SM re-assimilates. SMs may travel from a combat zone to their living rooms in fewer than 72 hours; while some are able to embrace this rapid immersion, others may understandably experience culture shock (DeVoe & Ross, 2012). SMs may feel unsure about how to reconnect and rebuild relationships with their spouses and children, and often struggle with how they now “fit” into the family. Particular difficulty may arise if the SM attempts to reassert his/her role in the family without regard to changed family organization. SMs often feel a sense of deep sadness about the “life as usual” that their families experienced and the milestones that were missed during their deployment. It is common for SMs to feel a sense of grief and loss regarding their ‘simple’ life during deployment and the camaraderie they built; as a result, they may feel more comfortable with unit members than the family, and may actively seek time with unit members.

Impact on Family. Reunion within the family begins with a honeymoon stage, ending with the first argument (Slone & Friedman, 2008). It is common for the couple to connect physically before the emotional connection returns. The reconnection may be punctuated with arguments and jealousy as the SM attempts to reintegrate into the family, as spouses may resent an “intruder” impacting their autonomy and newly-developed schedules and routines.

Reunion with children may also be a challenge. Young babies may not know or recognize their returning parents. Preschoolers and school age children may require significant attention, while teenagers may be moody and appear disengaged from both the returning SM and the family. The family may feel disappointed that the reunion is not flawless and discouraged at the continued effort needed to redevelop the family structure.

Recommendations. All members of the family must take time to discuss and learn who they have become in the course of the deployment. Roles will need to be clarified and renegotiated, particularly if the burden of decision-

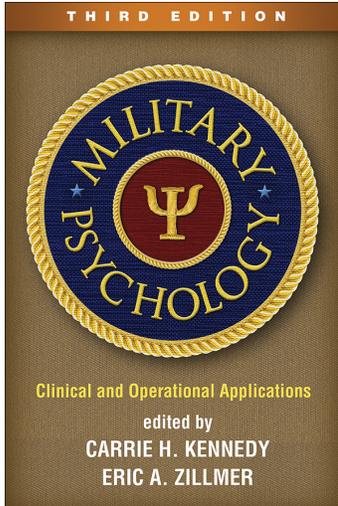
making transitioned from the SM to the spouse during the deployment (Laser & Stephens, 2011). Additional communication highlighting patience and efforts to relearn their spouse is critical. Therapeutic techniques enhancing such skills as active listening and reflections will support the couple as they re-assimilate into a family unit. Couples should also be encouraged to investigate their emotional reactions to each other (e.g., resentment at being left behind; Hall, 2008). Furthermore, couples who work on recognizing the value each brings to the family are likely to see significant benefit in marital satisfaction (Laser & Stephens, 2011).

Summary

Military families experience countless stressors unique to military life, with extended physical separations, such as those due to deployments, serving as major risk factors for the health and wellbeing of both service members and their families (Ender, 2006). Young and inexperienced families are often at higher risk for negative outcomes such as separation and divorce, behavioral health concerns, and even suicide (Sheppard et al., 2010). However, military families are resilient, with many families weathering deployments and emerging as stronger individuals and family units. The emotional cycle of deployment developed by Pincus (2001) and elaborated upon in the present article helps to articulate the dynamic functional challenges faced by military families over time. It is critical that families recognize that deployment is a process that begins prior to the service member’s departure, and extends beyond their return. Normalizing and preparing for both the positive and negative experiences during a deployment will ultimately serve to increase individual and family resilience, and increase the combat readiness of our troops.

Full references available from the authors upon request. Correspondence regarding this article should be directed to CPT Christina Hein, chein9@gmail.com.

Coming soon!



Military Psychology

THIRD EDITION

Clinical and Operational Applications

Edited by **Carrie H. Kennedy** and **Eric A. Zillmer**

“In the third edition of *Military Psychology*, Kennedy and Zillmer describe the growing array of services provided by military psychologists to the nation’s fighting forces during peacetime and war. This is an extraordinary resource for early-career military psychologists, psychologists contemplating a military career, and forensic psychologists conducting evaluations of national security personnel and military veterans. The expansive case illustrations provide rich detail and context. The book is a model of clarity, organization, and transparency. Kennedy and Zillmer, along with their impressive list of contributors, demystify the role of military psychologists and reveal the procedures, standards, methods, regulations, and commitment to ethical practices that underlie their work.”

— **David M. Corey, PhD, ABPP**, private practice, Lake Oswego, Oregon

2022, Hardcover
6" x 9", 460 Pages, \$65.00
DISCOUNT PRICE: \$52.00

e-Book Coming Soon
www.guilford.com/p/kennedy2

With more than 60% new material reflecting advances in evidence-based treatments and the evolving roles of military mental health providers, the authoritative resource in the field is now in a significantly revised third edition. The volume provides research-based roadmaps for prevention and intervention with service members and veterans in a wide range of settings. Up-to-date information about military procedures and guidelines is included throughout. Grounded in current knowledge about stress and resilience, chapters describe best practices in treating such challenges as depression, anxiety disorders, posttraumatic stress disorder, and substance use disorders. Also addressed are operational functions of psychologists in personnel assessment and selection, counterintelligence, and other areas.

Find full information about this title online: www.guilford.com/p/kennedy2

Guilford Publications, Inc.

370 Seventh Avenue, Suite 1200
New York, NY 10001-1020

Call Toll-Free: 800-365-7006 (or 212-431-9800), 9am–5pm ET

Email: orders@guilford.com

Professor Copies: www.guilford.com/professors

Promotional Code

AF2E

Order *Military Psychology*

_____ Copies in Hardcover, 9781462549924, ~~\$65.00~~, \$52.00*

\$ **FREE** Shipping: **U.S. and Canada**

\$ _____ Shipping: **Outside the U.S. & Canada:** Visit www.guilford.com/orderoutside for details.

\$ _____ Subtotal

\$ _____ CA, IN, MA, MD, NC, NJ, NY & PA residents add sales tax
Canadian residents add GST

\$ _____ Total

Method of Payment:

Check or Money Order Enclosed (US Dollars Only)

Institutional PO Attached

BILL MY: MasterCard Visa AmEx Discover

Name

Address 1

Address 2

City State/Prov. Zip/Postal Code

Daytime Phone # (To be used only if there is a question about your order)

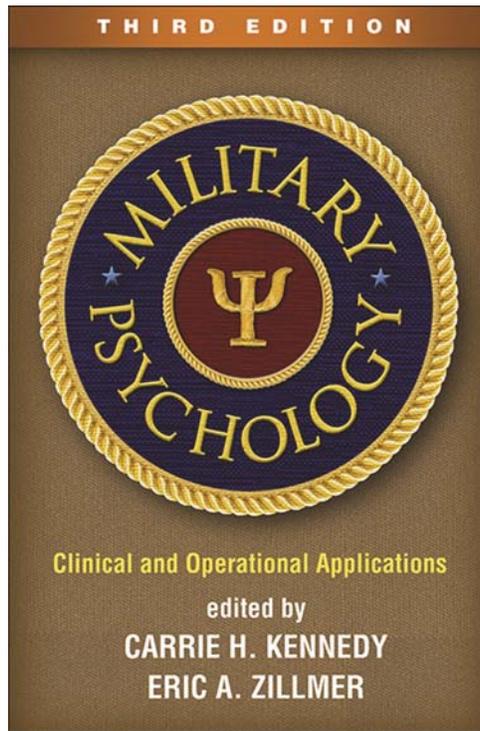
Email (You will receive a shipment confirmation. Your email address will not be released to any third party marketer.)

Account # CVV

Signature (Required on credit card orders) Exp. Date

*List prices and special offers valid in the U.S. and Canada and are subject to change.

Send me emails offering exclusive discounts!



Military Psychology: Clinical and Operational Applications (3rd Edition)

Book review by Amy B. Adler

The new edition of *Military Psychology* (3rd Edition), edited by Carrie Kennedy and Eric Zillmer (The Guilford Press, 2022), is a thorough, updated, and important contribution to the field. It serves as a one-stop-shop for understanding the role and tasks facing military psychologists in the US. The first edition was published in 2006, with a second edition published in 2012. Thus, it has been more than 10 years since the last update, and this revised volume still fills a critical gap while covering recent developments.

As Kennedy explains in her preface to the new edition, the origin of the book was born out of her frustration with the lack of systematic information available to military mental health providers to support their understanding of their job and their professional development. This book excels in providing this information, creating a roadmap for the field.

Starting with an impressive dive into the history of military psychology, the book tackles military fitness-for-duty evaluations, evidence-based treatments of common psychological disorders, and behavioral health services within primary-care clinics. The book then includes special topics such as concussion, substance use disorder, military sexual assault, and suicide prevention. The next set of chapters addresses the operational context, highlighting embedded and expeditionary mental health, disaster mental health, and operational psychology. The last chapters focus on

assessment and selection, security clearance evaluations, SERE (Survival, Evasion, Resistance, and Escape) training, and crisis negotiations. The book concludes with a nuanced discussion of ethical dilemmas.

These chapters represent topics that are clearly relevant to military psychologists. Chapters provide a review of the latest research, practical considerations, and a realistic preview of the tasks facing military psychologists. The chapters also offer surprising depth in handling such topics as gambling, the unique impact of blast in understanding concussion, and postvention in the event of a death by suicide.

This 3rd edition has been updated in several ways, but perhaps most compellingly with the addition of more than 50 short case studies. Aligned with each chapter's topic, these cases demonstrate the complex and messy reality that can confront a military psychologist. Whether it's the case of the "The Major with Insomnia and a Clearance" (analyzing whether insomnia would disqualify a service member from maintaining their security clearance), "The Typical Walkabout" (illustrating the range of activities an embedded psychologist might experience interacting with their assigned unit), or "The Psychologist with a Dual Relationship Problem" (detailing an example of real-world dynamics in a remote location), these case studies bring a vitality to the book that demystifies the world of military psychology.

The volume is also strengthened by the inclusion of a wealth of practical reference material. For example, the chapter on evidence-based treatments includes the full PHQ-9 with scoring instructions, the chapter on traumatic brain injury includes VA/DoD Clinical Practice Guideline for Management of Concussion/Mild Traumatic Brain Injury, and the chapter on substance use disorder includes a sample intake evaluation. These details elevate the volume from being just one more book to an essential desk reference that every clinician needs. Indeed, this should be mandatory reading for every new behavioral health provider working in DoD, and even experienced behavioral health providers will find this volume filled with useful information.

If there is any drawback to the updated edition, it is that there are still additional topics that might be considered in a future edition. Perhaps the next edition will offer insights into Space Force and address the role of uniformed research psychologists. Moreover, while the volume mentions the latest on telehealth, it does not specifically cover the emerging role of smartphone apps in clinical care. Finally, readers may also want to consider that the volume is US-centric.

Regardless, there is a fascinating acknowledgement of the historical roots of military psychology throughout the volume. These tidbits range from General George Washington issuing an order in 1776 that prohibited his soldiers and officers from gambling, to operational psychologists profiling Hitler during WWII. Such details grab the reader's attention and enables an appreciation for the fact that this discipline is a reflection of the historical era in which psychologists operate and is ever evolving. Each military conflict has brought with it an advancement to the field. Indeed, the inclusion of how COVID-19 has impacted the work of military psychologists—evident in the chapters on behavioral health within primary-care clinics and disaster mental health—further demonstrates the changing nature of how military psychologists can influence the larger DoD community. Overall, this 3rd edition offers a valuable resource for anyone interested in the field and application of military psychology.

Disclaimer: The opinions herein are the views of the author and not the official views of the Departments of Army or Defense.

Member Updates

On 16 May 2022, Secretary of Defense Lloyd J. Austin appointed the members of the Suicide Prevention and Response Independent Review Committee. The committee will conduct a comprehensive review of the military's efforts to address and prevent suicide, including conducting on-site visits at nine military installations.



Members of the committee include psychologists Dr. Becky Blais (the Chief Scientific Officer of the Society for Military Psychology), Dr. Gayle Iwamasa, Dr. Stephanie Gamble, and Dr. Craig Bryan.



As part of the launch of the committee, Secretary Austin met directly with members to communicate his priorities for suicide prevention. Members also received briefings from each of the Military Services.

Fellowship Committee Update

Nate Ainspan, Chair

I'm proud to report that we had a very successful year this year with promoting six candidates through the Fellowship process for APA and Divisional Fellowship and an additional candidate who was awarded Divisional Fellowship. I'm looking forward to being able to report all of the details at the Society's annual meeting at the APA Convention in August.

We are already looking for candidates for Fellowship for our 2023 class. I urge you to consider nominating yourself or suggesting a friend or colleague for consideration. Earning Fellow status is a great honor and a wonderful recognition of an individual's efforts in psychology and their impact. To become a Fellow in our division you need to have five years of post-doctoral experience and one year of membership in APA and three years of experience working in military psychology.

APA defines Fellowship as "an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work has had a national impact on the field of psychology beyond a local, state or regional level."

Fortunately for us in the Society most of the work we do has a national and large-scale impact because of the size and scope of the military, the enormity of problems the military services face, and the way that our work is implemented so that we have a major impact on a large population. Thus, most of the Society members that I've worked with would have a good chance to earn Fellow status.

We have improved our processes to help nominate individuals interested in applying for Fellow status. Rather than review documents after they have submitted for Fellowship after they apply, our committee now works directly with each individual as early as possible in the application process to ensure that each candidate has the best package possible that will resonate with APA's Fellowship Committee.

Please reach out to me if you are interested in Fellow status—and please suggest other people in our Society who you believe would also be good candidates!

I can be reached at div19@ainspan.com and will be happy to answer any questions you may have or to discuss potential applicants.

Military Psychology History Committee

Kathryn Eklund, Chair

We are currently seeking an interested volunteer to take over the role as the editor for the “Spotlight on History” column for the Division 19 Newsletter. Duties involve curating history content for publication in the newsletter

through a combination of soliciting and writing articles. If you are interested in this position, please contact kathryneklund1@gmail.com and Div19NewsletterCommittee@gmail.com.

Early Career Psychologist Committee

Katie Fry, Chair

The Early Career Psychologists (ECP) committee was excited to join the 2022 Military Psychology Summit. ECP hosted a panel about the importance of having mentors as ECPs and the benefits and challenges related to this.

ECP will be releasing a climate survey soon to learn what our members are most interested in. We also hope to increase our social media presence through the Division’s Twitter handle – if you haven’t already, please follow @APADiv19

Stay tuned and join us live or virtually for APA Minneapolis, more details to follow soon! #MilitaryAtAPA 2022.

ECP will be accepting Professional Development applications this fall with a deadline for applications of 11/1/22.

ECP has a new email address – we welcome members to reach out anytime ecp_committee@militarypsych.org

We are looking forward to connecting with everyone this year!

Student Affairs Committee Update

Ellie C. Peskosky, Chair

Congratulations Students!

Hello Summer! I would like to begin my summer update by congratulating students who are at significant stages of their education and careers. First, congratulations to those of you who were accepted into your chosen program – this is a monumental step in your educational journey! Second, congratulations to those of you who will be attending internships – embrace the novel learning experiences you will encounter! And finally, congratulations to those of you who are graduating from programs – you deserve it after all your hard work! If you graduated from a doctoral program, you are now considered an Early Career Psychologist (ECP)! You can stay involved and receive support in this transition by connecting with the ECP chair Katie Fry at katie.holland.fry@gmail.com and by joining their listserv (refer to the ECP update for further information)!

2022 Student Research Grant Recipients

Each year, we are honored to support student research through our Student Research Grants. Two \$1500 grants are awarded annually to students whose research reflects excellence in military psychology. Recipients present their findings at the APA convention in August. This year, the two selected winners are R. Taylor Stevens from the Indiana University of Pennsylvania and Ruth King from the University of North Texas. Below are descriptions of their research that they will be presenting at APA. Congratulations to you both!

Social Inoculation Theory, Misinformation, and the Conspiracy Mindset

By R. Taylor Stevens, MS, MA

For his dissertation project, R. Taylor Stevens, a clinical psychology doctoral candidate from Indiana University

of Pennsylvania, aims to connect three closely related fields of research to help advance efforts to curb the spread of dangerous conspiracy theories. A former Army Psychological Operations officer, Mr. Stevens has seen firsthand the potential of conspiracy theories to radicalize individuals and promote violence. His current project examines whether an online game called Breaking Harmony Square, which has previously demonstrated positive effects at reducing participants' acceptance of online misinformation, may be similarly useful at decreasing one's susceptibility to conspiracy theories.

Breaking Harmony Square was developed as a joint venture between researchers at the University of Cambridge, the US Departments of State and Homeland Security, and the Dutch media agency DROG. The game inoculates players against misinformation by allowing them to step into the shoes of a fake news purveyor, helping them to better understand the manipulative techniques often seen in misinformation. Because misinformation is often the means by which conspiracy theories are spread, and because many similar individual and social characteristics are associated with susceptibility to both, the current project predicts that a similar reduction will be seen in participants' willingness to endorse conspiracy beliefs after playing the game.

Among those characteristics often associated with conspiracy beliefs are an intuitive cognitive style and a heightened degree of schizotypy. To determine whether these impact the game's effectiveness, the project will examine them as moderators, predicting that higher levels of each will reduce the game's effectiveness against both misinformation and conspiracy beliefs. Overall, the project hopes to replicate Breaking Harmony Square's previous effectiveness at reducing misinformation susceptibility, demonstrate a similar effect at reducing conspiracy theory susceptibility, and determine whether individual cognitive and personality traits need to be considered as possible barriers to widespread use of this or similar games in the future.

The project is inspired by both the author's military experience and recent events that have demonstrated the polarizing and often radicalizing power of conspiracy theories. As the Department of Defense has recently begun efforts to curb extremism within the military, this study may provide meaningful data on means to achieve those goals. The findings may also be useful for practicing clinical psychologists due simply to the fact that as many as half of adults in the United States already believe in at least one conspiracy theory, making it highly likely that these beliefs will impact psychological practice with clients. Though the effort is not yet complete, initial findings are looking promising. Though only one step of many, this project may be a useful effort towards curbing the misinformation and conspiracy theory crisis.

Trauma Influence on Restraint Responses of Veterans Exposed to Wartime Movie Violence

By Ruth King, B.S., CCRC

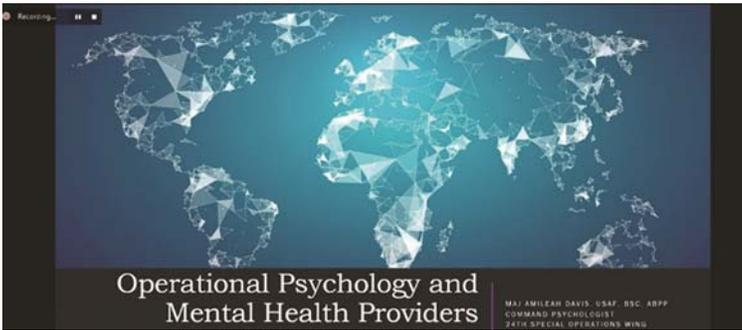
Military service can involve exposure to trauma in the form of horror and profound threat. Exposure can predispose service members to a range of mental health dys-

functions, including depression, anxiety, and posttraumatic stress disorder (PTSD – Hayes, VanElzaker, & Shin, 2012). It can also confer physical health risk through sustained impact on physiological stress responses (Smith & Ruiz, 2022). The research proposed here will advance understanding of military trauma influence in a particular situation, one in which trauma inspires unwanted behavioral urges, or impulses. Diverse examples would be urges to aggress, retreat, vocalize, weep, and self-medicate. Behavioral control (i.e., successful resistance) requires active restraint that could have potentially toxic physiological impacts. Student service participants will be shown a more- or less evocative wartime film segment with instructions to maintain neutral facial expression (Gross, 1998). Half will have a reported history of relevant trauma. The rest will not. Central dependent measures will be effort-related cardiovascular responses and a measure of facial neutrality, reflecting participants' success in meeting their restraint challenge. Cardiovascular measures will include blood pressure, heart rate, and heart contraction force indexed conventionally as heart pre-ejection period. Participants will be challenged to refrain from showing any facial responses to a three-minute wartime segment taken from the movie Saving Private Ryan (Mrug et al., 2015). Evocativeness of the segment will be manipulated through the inclusion or exclusion of sound presented through headphones. In the low evocativeness conditions, participants will watch without sound. In the high evocativeness conditions, they will watch with the sound set to a medium-high volume. All participants will wear headphones, ostensibly to minimize distraction. Findings will elucidate conditions conducive to behavioral control success and failure, as well as conditions under which military trauma might predispose people to chronically increased CV responses and health risk. Findings also could suggest a distinctive means of evaluating the effectiveness of interventions designed to mitigate trauma emotionality. To the extent that interventions are effective, they should reduce the strength of urges experienced in context of this and related research protocols. In doing so, they should predictably alter behavioral restraint, with informative CV response patterns following.

Outstanding Chapter of the Year Awards

Additionally, every year the Student Affairs Committee proudly recognizes chapters that demonstrate active campus activities, community involvement, and engagement within the Society for Military Psychology. Each selected chapter receives a monetary award to spend on future chapter events and activities. This year, we are excited to recognize Alliant International University San Diego Campus, led by Lisa Meyer, and Uniformed Services University, led by Sonya Kang!

Lisa's chapter increased chapter membership across various campuses, presented several guest lectures/trainings, hosted a donation drive for Veterans Village of San Diego, and participated in several fitness events! Her chapter plans to use this award to replenish customized chapter t-shirts! See the fun pictures that this chapter has at their events!



Sonya's chapter hosted several webinars, designed and launched a chapter website, developed a mentorship program, and presented military psychology at multiple events. Her chapter plans to use this award to help fund Division 19 challenge coins! Here are some snapshots of their webinars!

Way to be outstanding chapters! The SAC thanks all of the chapters who applied this year and encourages everyone to apply again next year – Keep up the phenomenal work that you all do!

Stay Connected

We hope you will attend our National Online Student Chapter quarterly meetings to help network among cam-

pus. In addition to our National Chapter meetings, the SAC will be collaborating with ECP later this year. Keep an eye out in our monthly newsletters to see our future events! To receive our monthly newsletters, be sure to sign up for our student listserv:

<https://lists.apa.org/cgi-bin/wa.exe?SUBED1=DIV19STUDENT&A=1>

We hope to see you there! In the meantime, you can continue to connect with us on our social media pages (Facebook: Division 19 Students; Twitter and Instagram: @div19students). We have a new e-mail address! If you have questions or suggestions, please share them with us by e-mailing studentaffairs@militarypsych.org!

Secretary Report, Society for Military Psychology

Angela Legner

The EXCOM has been hard at work since the start of 2022 with many important initiatives in progress for 2022. We held our annual Midyear Meeting in Raleigh, NC, in conjunction with the IMTA Conference on 7 March, which was a great success! Some of the highlights of our meeting included voting on the 2022 Division budget, and creating the Division's first ever Chief Science Officer. You can find a summary of all of the passed motions from the beginning of the year through the MYM below. Please be sure to visit our website at militarypsych.org for the latest Division-related news, announcements, and other pertinent information. You can also find a copy of our current bylaws, and past meeting minutes on our website.

January 2018, 2022

Meeting Location: Zoom

Motion: Approve July 2021 meeting minutes – Passed

March 7, 2022

Meeting Location: Raleigh, NC and Zoom

Motion: Approve the 2022 budget in the total amount of \$125,000 as presented to the Executive Committee (please see Treasurer Report for details) – Passed

Motion: Approve January 18, 2022 meeting minutes and 2021 Passed Motions List – Passed

Motion: Create the position of the Chief Science Officer, during the year we will refine the draft of the position description prior to the next election cycle – Passed

Motion: Appoint Dr. Becky Blais as the acting Chief Science Officer – Passed

Motion: Create an awards advisory panel to review the awards nominations and make recommendations to the Presidential trio for approval. Past President would be responsible for setting up the panel to include up to 12 members – Passed

Motion: Name the awards formerly known as the Yerkes Award, award for outstanding contributions by a non-

psychologist, and to begin to name the distinguished mentor awards – Passed

February-March, 2022, Electronic Vote

Motion: Joint statement with Divisions 18, 19, and 44 applauding the VA for adding a non-binary option on medical records – Passed

Motion: Renewed the 2021 Travel Award for the current Executive Committee officers and chairs to attend the MYM and Annual Business Meeting at APA – Passed

Policy and Reflections

Pat DeLeon

Dawn of a New Interdisciplinary Era? Tracy Sbrocco: “More adults seeking mental health treatment receive psychopharmacologic agents than psychotherapy which are most often prescribed by primary care providers who possess little mental health expertise. Consequently, it has become increasingly important for the next generation of psychologists to understand psychopharmacology and to be able to implement their understanding of medication use and side effects into their diagnostic case conceptualization and ongoing treatment planning. At the Uniformed Services University (USU) of the Department of Defense (DOD) we recently revised our APA accredited clinical psychology program’s psychopharmacology course in order to deliver a case-based course offered by faculty from our university’s psychiatric mental health nurse practitioner (PMHNP) program, directed by Lt. Col. Regina Owen, USAF. These nurse practitioners are close allies to psychologists in helping patients, given they can provide assessment, diagnosis, and therapy for mental health conditions, and prescribe and monitor medications. Psychologists involvement in psychopharmacology exists on a continuum with a small, but growing number of psychologists functioning as prescribers, but far more functioning as collaborators and information providers with other health service providers in the medical decision making process.

“The course assisted students in gaining a comprehensive understanding of the basic mechanisms of action, clinical applications, common adverse side effects, and risks of the medications most frequently prescribed in the contemporary treatment of psychiatric disorders. The major classes of psychiatric disorders were covered across the weeks with examples given in practical, clinically relevant language that moved our psychology students through the maze of mental health medications in a meaningful manner and provided information that can be used to expand their assessments, their ability to collaborate with other professionals, and, most importantly, improve

client outcomes. We were fortunate to have USU graduate Lt. Marcus Van Sickle, USN, a military prescribing psychologist, provide hands-on answers to student questions. And, our text was the impressive *Handbook of Clinical Psychopharmacology for Therapists*, co-edited by Bret Moore, who has been active within the Division.

“The last week of the course was an interprofessional, three hour case conference, entitled Psychopharmacology Interest Group or ‘PIG’ for fun, which included both psychology and psychiatric nursing graduate students led by nursing faculty member Jouhayna Bajjani-Gebara. Students were divided into small groups, they watched a simulated patient intake, and then responded using a chat format to questions regarding patient safety, decision to hospitalize (or not), additional information they would have liked to have, diagnosis, and suggestions for first time medication choices. The questions were answered in an interactive format and for the last segment of the PIG the responses were discussed. The conversations and learning imitated the processes engaged in during case conferences – or in each other’s offices as we try to do what’s best for our clients.”

To my knowledge, this collaboration between the psychology and psychiatric mental health nursing program at USU is the only interdisciplinary psychopharmacology endeavor in the nation, not to mention their regular PIG presentations at our APA annual conferences – thanks to the Division’s vision. Student comments: “I was so excited – this week a patient asked me about her medication and I could actually answer. The class was fun! I have listened to the lectures several times.” At the close of the course, the faculty reminisced on how six years earlier then-psychology graduate student Fernanda De-Oliveria had laid the foundation for the “PIG.” The federal government, in this case DOD, has once again positioned psychology to be on the frontline of our nation’s evolving mental health education and treatment agenda.

Affirming Reflections – Global Perspectives: At our USU Health Policy seminar Zohray Talib, Co-Chair of the National Academies’ Global Forum in Innovation on Health Professional Education and Professor at the California University of Science and Medicine, reported that 25% of the global population suffers from mental illness; two-thirds of people with mental health conditions do not receive the care they need; people with serious mental illness are twice as likely to develop cardiovascular disease and metabolic disease; one in five of the world’s young people have a mental health condition; and, half of all mental health issues begin before age fourteen.

These observations are highly supportive of former APA President Alan Kazdin’s decade-long effort urging psychology to develop “interventions that can reach large numbers of individuals and especially target those individuals least likely to receive services.” Alan recently opined: “Precision medicine reflects advances that integrate improved methods of diagnosis, assessment, and treatment. The promise of better matching treatments with characteristics of individual patients has already seen gains in many areas of medicine. Advances have extended to psychotherapy with the similar goal of matching of patients to treatments for which they are especially well suited. While advances are made in precision interventions, it is critical not to lose sight of the pivotal role of nonprecision interventions as well.... The lack of available services for most people (in the world) and systematic disparities among those services underlie the importance of delivering services in ways that can reach many more people as well as can target special groups.”

Affirming Reflections – Personal Perspectives: Anna Wegierek, the 13th Illinois Prescribing Psychologist, responding to Jin Lee’s passionate RxP efforts: “I am so moved by your letter as I have lived through those changes and listen to them attentively. Your letter described what I saw in the psychology field for the past at least 25 years. I too, never gave up and am now a prescribing psychologist in the State of Illinois. I can relate to almost every word about statistics you have mentioned. I am the only Polish speaking prescribing psychologist in Illinois and probably in the entire country. So, continuing the statistics I have this feeling that I am not sufficient enough for all the Polish speaking patients that live here even when we think that there are a few other prescribers who speak Polish. I am saddened that this is not enough ‘for us.’ And I am not only thinking about Polish but this may also be a case for other nationalities/ethnicities that do not have holistic care that we can provide. Be well and know that you and others on this road have my support.”

Beth Rom-Rymer: “Licensed Clinical Psychologists often work hand-in-hand with nurse practitioners as we endeavor to provide comprehensive, integrated treatment to our patients. In a groundbreaking study, *Just What the Nurse Practitioner Ordered: Population Health and Prescriptive Authority*, authors Diane Alexander and Molly Schnell, examined in 2014, while graduate student re-

searchers at the Center for Health and Wellbeing at my alma mater Princeton University, the effect that nurse practitioner independent practice authority would have on population health. What they found was remarkable. In states in which nurse practitioners had independent prescriptive authority, suicide rates plummeted by 12%. Published in the *Journal of Health Economics* in 2019, they found that this outcome was ‘concentrated in areas that are underserved by physicians and among populations that have difficulty accessing physician-provided care.’ Currently, the Illinois Association of Prescribing Psychologists (IAPP) is conducting a research study, led by Leila Ellis-Nelson, on the multidimensional effects of prescribing psychologists on patient care, patient health, and population health. We expect to see significant improvements in patient health and population health, especially among the underserved populations, with historically inadequate access to care.”

Critical Evolving Legislative Perspectives: This spring, Reginald Williams II, Vice President for International Health Policy and Practice Innovations of The Commonwealth Fund testified before the U.S. Senate Finance Committee on *Ensuring Access to Behavioral Health Care: Making Integrated Care a Reality*. Testimony highlights: There is a behavioral health crisis in the United States. By behavioral health, I mean the promotion of mental health, resilience, and wellbeing; the prevention, early identification, and treatment of mental illness and substance use; and the support of those who experience and/or are in recovery from these conditions, along with their families and communities. This is particularly acute for economically disadvantaged and underserved communities. It predates COVID-19 but was exacerbated by the social isolation, economic disruption, and upheaval of the U.S. health system that accompanied the pandemic.

Compared to other high-income countries, the U.S. is an outlier in access to behavioral health services. Our survey found that U.S. respondents with mental health needs were more likely than in other countries to face access barriers. Black and Hispanic Americans faced even greater access problems. The current crisis is particularly notable for its impact on our nation’s youth. Late last year, the U.S. Surgeon General issued a crisis advisory for children’s mental health. In 2020, less than half of adolescents with depression reported receiving any treatment, with Black and Indigenous people and youth of color having even worse access to care than white young people, teenagers, or adolescents. Medicaid is the single largest provider of behavioral health services, and yet half of all Medicaid members with serious mental illness, and nearly 70% of members with an opioid use disorder, report not receiving treatment.

Recommendations included: Increase access to behavioral health services by integrating mental health and substance use treatment and services with primary care. This includes supporting integration and care coordination with innovative payment approaches. Expand and diversify the behavioral health workforce, by engaging a wide variety of providers to meet people’s unique needs. And, Leverage the potential of health technology to fill gaps and meet

unfulfilled needs with telemedicine and digital health solutions.

Expanding the capacity of primary care providers to meet behavioral health needs provides an opportunity to increase access to early intervention and treatment and promote social connectiveness and suicide prevention. Trained and accredited peer support specialists leverage their lived experience of mental health or substance use conditions to support others in recovery. Engaging community health workers, who are representative of the populations they are seeking to reach, can be an important way to reduce disparities. Consideration of a new type of provider to fill workforce gaps, like general practice mental health workers, who are health professionals with a background in social support, basic psychology training, or nursing and work under supervision of a primary care provider, as is the case in the Netherlands.

Now is the time to be OPTIMISTIC about the potential of technology to address behavioral health needs. Technology-enabled solutions have resulted in unprecedented investment in digital health tools that can help solve the provider shortage through on-demand therapy, guided mediation, chat-bots and more. Telemedicine can be an effective way to improve mental health, especially through cognitive behavioral therapy. In closing, “I believe that, as a nation, we can do better. And by providing new opportunities to expand access to equitable, affordable care and treatment and address our behavioral health crisis, ultimately, we can be better.”

Alex Siegel, Director of Professional Affairs, Association of State and Provincial Psychology Boards (ASPPB): “The Psychological Interjurisdictional Compact (PSYPACT), endorsed by APA, which allows for increased access of care and continuity of care for providing psychological services across state lines, continues to add new jurisdictions. Currently, there are 28 jurisdictions which have adopted and are currently part of the PSYPACT Commission (AL, AZ, AR, CO, DE, DC, GA, IL, KS, KY, ME, MD, MN, MO, OK, NV, NE, NH, NJ, NC, OH, PA, TN, TX, UT, VA, WI, and WV).

“There are five other states which have enacted PSYPACT but their laws are not yet effective. Indiana and Idaho both have effective dates of 7/1/22. Connecticut has a date of 10/1/22 and Washington has a date yet to be determined. South Carolina was signed by the Governor into law on 5/13/22 but needs to go before the PSYPACT Commission before it can become effective. So far, as of May 16, 2022, 33 jurisdictions have passed legislation adopting the psychology compact.

“In Rhode Island, the PSYPACT bill (RI H. 7501 & RI S. 2605) recently passed out of their Senate and now is in their House for consideration. In addition, there is legislation in Massachusetts (MA S. 2542), Michigan (MI H. 5489), the Commonwealth of Northern Mariana Islands (CNMI HB. 22-80) and New York (NY S. 9234).”

Announcements

Grace Seamon-Lahiff, MS LMFT

Announcement Requests

Please submit any announcement requests for volunteer opportunities, research participant requests, training opportunities, or other requests to the Announcements Section Editor, Grace Seamon-Lahiff at seamon@cua.edu

General

Request for resources to support the National Association Ukrainian Psychologists

Division 19 has been asked by the APA to provide resources to support psychologists in Ukraine. Dr. Bill Brim at the Center for Deployment Psychology is gathering all of the resources to provide to APA on behalf of Division 19. If you have materials that can be released or ideas of partners to reach out to, please email them to wiliam.brim.ctr@usuhs.mil. The resources provided or developed will be shared publicly so please only send materials that can be released. The Division plans to gather materials and develop a library of resources so no item is too large or small and every resource and very lead will be followed.

The ISTSS Military Special Interest Group is Recruiting New Co-Chairs and Student Co-Chairs

The military special interest group within the International Society for Traumatic Stress Studies (ISTSS) is recruiting two career professionals and one or more students to become the next co-chairs and student co-chairs. Interested candidates should send their resume or CV to the following SIG leaders:

1. Kristen Walter, Kristen.h.walter.civ@mail.mil
2. Bart Buechner, bbuechner@adler.edu

At the time there is no deadline for applications.

ACT for the Military Peer Consultation Group Open to All Practitioners

The Acceptance and Commitment Therapy (ACT) military special interest group within the Association for Contextual Behavioral Science offers a clinical peer consultation group the 1st and 3rd Fridays of every month from 10 am ET to 11 am ET. This group is held virtually via zoom. A membership to the association is required for attendance.

More information on how to join can be found here: <https://contextualscience.org/civcrm/contribute/transact?reset=1&id=1>

Call for Research Participants

Researchers at Alliant University are recruiting male participants who are currently serving in the Army either on Active Duty, in Reserve, or with the National Guard. Eligible participants will have served at least one **non-combat** deployment. The purpose of this study is to understand the stressors associated with non-combat deployments. Interested participants can take the study survey here: https://alliant.qualtrics.com/jfe/form/SV_6MqqD7jvPvWaZee

If you would like to explore more of Division 19's ongoing research studies please visit: <http://www.division19students.org/research-recruitment-announcements.html>

Join Division 19 on social media!

- Facebook group: APA Division 19 – Military Psychology
- Twitter: @APADiv19
- LinkedIn group for ECPs: APA Division 19 - Military Psychology - Early Career Psychologists

Military Psychology Podcast Network Update

LGBTQ Series Joins the Network

Division 19 is proud to host the Military Psychology Podcast Network! This network features topics including: diversity in the military, behavioral health in the military and veteran populations, human factors research, and specialty areas including operation and aviation psychology, fitness for duty, and military ethics. Currently the network hosts three shows: *Beyond the Uniform*, *Intro to Military Psychology*, and the newly launched *LGBTQ Series*. Episodes for all three shows can be found here: <https://podcasts.apple.com/us/podcast/military-psychology-podcast-network/id1553694252>, or wherever you choose to stream your podcasts.

Upcoming Conferences

San Antonio Combat PTSD Conference

The 7th annual San Antonio Combat PTSD Conference will be held on October 26-27, 2022. Although last year's conference was held virtually the format for this even has yet to be released. Registration has not yet opened for this year's conference, however, interested parties can sign up for email updates at: <https://www.combatptsdconference.com/>

International Society for Traumatic Stress Studies (ISTSS) Annual Meeting

The 38th annual meeting for ISTSS will be held in-person on November 9th -12th. This year's meeting will focus on trauma as a transdiagnostic risk factor across the lifespan.

The Military Psychologist

As in previous years, this conference will offer a military track. For more information please visit: <https://istss.org/am22/home.aspx>

APA Technology, Mind, and Society Virtual Conference

Registration for this year's Technology, Mind, and Society Conference will open in July. As always, this conference will feature research and discussions focused on the use of technology for better mental and physical health outcomes. To receive updates on registration and submission deadlines please visit: <https://tms.apa.org>

Graduate Student Resources

Students Seeking a Doctoral Degree in Psychology Can Now Apply for HPSP

For the first time Psychologists can apply for the VA's Health Professional Scholarship Program (HPSP). This program provides financial assistance in exchange for working in the VA system for two to three years after graduation. All those interested in applying can find more information by visiting this link: <https://www.va-ams-info.intelliworx.com>

Division 19 Online National Chapter

The Division 19 student affairs committee is excited to host its first national online campus chapter! The goal of this virtual chapter is to connect all students who are interested in military psychology. The committee hopes an online chapter will provide student affiliates from smaller campuses and communities the opportunity to connect with like-minded peers regardless even if their institution does not have an officially sponsored chapter. During meetings you can look forward to psychology-related group discussions, journal reviews, webinars, and collegial deliberation. Additionally, there are opportunities for students to take on leadership roles. More information on the Division 19 student affairs committee and upcoming online chapter meetings can be found here: <https://www.militarypsych.org/student-affairs/>

Student Initiative Fund

The Student Initiative fund exists to support psychology students' engagement at the individual, local, and campus chapter levels. Students and campus chapters can apply for funding for activities, research or grassroots efforts to further the science, practice, and advocacy of military psychology. Applications for this fund will be reviewed on a rolling basis. There is not a deadline for submissions. For more information and application materials please visit: <https://www.division19students.org/funding.html>

Connect with Division 19 Students on Social Media

- Email div19studentrep@gmail.com
- Facebook @Division19Students
- Instagram @Division19Students

Self-Paced Courses, Webinars, and Conference Archives

ISTSS Webinar on Offering Support To Those Affected By The War In Ukraine

Sponsored by the International Society for Traumatic Stress Studies, this webinar outlines the current needs of all those affected by the war in Ukraine including Ukrainian civilians and military personnel, as well as helping professionals and those responding to the refugee crisis. The webinar can be found here: <https://istss.org/education-research/online-learning/free-resources/war-in-ukraine>.

Clevering Dallaire Critical Conversations on Moral Injury

Sponsored by Dallaire Institute, University of Alberta, and the Heroes in Mind Advocacy and Research Consortium, this conversation series focuses on the progression of Moral Injury on and off the battlefield. Recordings of this series can be found through this link: <https://www.universiteitleiden.nl/en/dossiers/the-university-and-the-war/cleveringa-chair/moral-courage-leading-in-times-of-conflict-and-crisis#upcoming-sessions>.

Center for Deployment Psychology 2021 Evidence Based Practice Conference Archive

Recordings of the 2021 and 2022 conferences can be found here: <https://deploymentpsych.org/2021-EBP-Conference-Archive>

Center for Deployment Psychology Online Courses

The CDP provides interactive web-based training to educate professionals working with Service Members, Veterans, and their families for FREE (CE credit available for cost). Highly Recommended: Military Culture: Core Competencies for Healthcare Professionals: <https://deploymentpsych.org/training>

SAMHSA Military Mental Health Webinar Series

For the last four years SAMHSA has been hosting military and veteran mental health webinars. A list of archived webinars can be found at: <https://www.samhsa.gov/smvfta-center/resources/webinars>

VA's PTSD Consultation Program

Beginning in September 2021, the National Center for PTSD has launched a lecture series for providers committed to serving the military community. The list of upcoming webinars and lectures can be found here: https://www.ptsd.va.gov/professional/consult/lecture_series.asp

Division 19 Webinar Series

Offering a range of topics from acquiring a VA internship to navigating the health systems for each branch of service, Division 19 has prepared a series of how-to webinars to assist early career psychologists navigate the field of military psychology. Those webinars can be found here: <https://www.division19students.org/webinar-series.html>

Veteran Service Organization Spotlight

HunterSeven Foundation

Given the current legislative focus on illnesses related to toxic exposure in post 9/11 veterans it is appropriate to highlight one of the first organizations that fought to create an impact. HunterSeven was created by veterans working in the medical field. The mission of the foundation is to conduct evidence based research on toxic exposure illnesses, educate military medical and civilian providers, and to provide immediate support in the form of medical care and financial aid to veterans and their families who have been diagnosed with a toxic exposure related illness. For more information on the foundation please visit: <https://hunterseven.org/>

Additional Military Special Interest Groups and Organizations to Explore

The ISTSS Military Special Interest group

<https://istss.org/membership/for-members/special-interest-groups-1>

The ISTSS Moral Injury Special Interest Group

<https://istss.org/membership/for-members/special-interest-groups-1>

The Association for Contextual Behavioral Science Military Special Interest Group

https://contextualscience.org/act_for_military_sig

Australasian Society for Traumatic Stress Studies

<https://www.astss.org.au/>

APA Division 18, the Division for Veterans Affairs Psychologists

<https://www.apadivisions.org/division-18/sections/veterans>

INSTRUCTIONS FOR CONTRIBUTORS TO *THE MILITARY PSYCHOLOGIST* NEWSLETTER

Please read carefully before sending a submission.

The Military Psychologist encourages submission of news, reports, and noncommercial information that (1) advances the science and practice of psychology within military organizations; (2) fosters professional development of psychologists and other professionals interested in the psychological study of the military through education, research, and training; and (3) supports efforts to disseminate and apply scientific knowledge and state of the art advances in areas relevant to military psychology. Preference is given to submission that have broad appeal to Division 19 members and are written to be understood by a diverse range of readers. *The Military Psychologist* is published three times per year: Spring (submission deadline **January 20**), Summer (submission deadline **May 20**), and Fall (submission deadline **September 20**).

Preparation and Submission of Feature Articles and Spotlight Contributions. All items prepared for submission should be directly submitted to *The Military Psychologist* email: Div19newslettercommittee@gmail.com. Questions about which section your submission best fits, please reach out to the section editors directly for guidance: **Feature Articles** (Taylor Zurlinden: taylor.zurlinden@gmail.com), **Trends Articles** (Bri Shumaker: briannashumaker@gmail.com), **Spotlight on Research Articles** (Christine Hein: chein9@gmail.com), and **Spotlight on History** (Paul Gade: paul.gade39@gmail.com). For example, Feature Articles highlight the interests of most Division 19 members; Spotlight on Research Submissions are original, quantitative studies more succinct in nature than other scholarly articles. For full-length research articles, please consider submitting to the Division 19 Journal *Military Psychology* through the online submission portal: <https://www.editorialmanager.com/mil/>

Articles, including references, must be in electronic form (word compatible), **must not exceed 3,000 words**, and should be prepared in accordance with the seventh edition of *Publication Manual of the American Psychological Association* (APA-7). All graphics (including color and black-and-white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in JPG, GIF, TIF, or EPS formats. Submissions should include a title, author(s) name, telephone number, and email address of corresponding author to whom communications about the manuscript should be directed. Submissions should include a statement that the material has not been published or is under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Items for the Announcements section should be succinct and brief. Calls and announcements (up to 300 words) should include a brief description, contact information, and deadlines. Digital photos are welcome. All announcements should be sent to the **Announcements Section** editor, Grace Seamon (seamon@cua.edu).

Review and Selection. Every submission is reviewed and evaluated by the Section Editor, the Editor in Chief, and editorial staff for compliance to the overall guidelines of APA and the newsletter. In some cases, the Editor in Chief may also ask members of the Editorial Board or Executive Committee to review submissions. Submissions well in advance of issue deadlines are appreciated. The Editor in Chief and the Section Editors reserve the right to determine the appropriate issue in which to publish an accepted submission. All items published in *The Military Psychologist* are copyrighted by the Society for Military Psychology unless in the public domain.

American Psychological Association
The Military Psychologist Division 19
750 First Street, NE
Washington, DC 20002-4242

Non-profit Org.
U.S. POSTAGE
PAID



“Printed in the USA”

